DOCUMENT RESUME

ED 397 557 EA 027 953

AUTHOR Swanson, Judy
TITLE Systemic Reform in the Professionalism of Educators. Volume II: Case Studies. Studies of Education Reform.
INSTITUTION NETWORK, Inc., Andover, MA.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Sep 95
CONTRACT RR91172009
NOTE 239p.; For Volumes I-III of this particular study, see EA 027 952-954. For all 12 final reports (36 volumes) in this series of studies, see EA 027 926-961.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Case Studies; Change Strategies; *College School Cooperation; *Educational Cooperation; Elementary Secondary Education; Faculty Development; Multivariate Analysis; *Partnerships in Education; *Professional Development; Program Effectiveness; Program Implementation; Teacher Improvement; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS *Studies of Education Reform (OERI)

ABSTRACT

The press for the professionalization of teachers is based on the assertion that a strengthened profession will more effectively meet students' needs and improve the overall quality of education. This volume, the second in a set of three, presents detailed individual case studies from a study that examined the design, implementation, and impact of systemic reform efforts to enhance the professionalism of educators. Researchers conducted indepth case studies of three school- university partnerships that had undertaken comprehensive reform initiatives, with a focus on preservice training, inservice training, and working conditions. Case-study sites included the Learning Consortium at the University of Toronto, the Southern Maine Partnership and the University of Southern Maine's Extended Teacher Education Program, and the Benedum Project at West Virginia University. A total of 13 tables and 12 figures are included. References accompany each partnership profile. Appendices contain causal analyses. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 397 557

Systemic Reform in the Professionalism of Educators

Volume II: Case Studies

Judy Swanson
The NETWORK, Inc.
Andover, MA

September, 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

This research was supported by funds from the Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number RR91172009. The content of this report does not necessarily reflect the views of OERI, the Department of Education, or any other agency of the U.S. Government.

EA 027 953

BEST COPY AVAILABLE

Systemic Reform in the Professionalism of Educators

Volume II: Case Studies

Judy Swanson
The NETWORK, Inc.
Andover, MA

September, 1995

This research was supported by funds from the Office of Educational Research and Improvement (OERI), U.S. Department of Education, under Contract Number RR91172009. The content of this report does not necessarily reflect the views of OERI, the Department of Education, or any other agency of the U.S. Government.

Preface

During the course of the three and a half year history of this study there have been a number of ups and downs. The initial conceptualization of the study was the work of Pat Cox and colleagues before I joined the company. The author joined the research team a year and a half into the study. Due to some major restructuring within the company itself, I became the lone researcher on the study — an unfortunate situation for both my sake and the sake of the research. The need for collegial dialogue and exchange becomes profoundly evident when none is available. This background may help to explain some confusion over inconsistent references to the research "team", and the use of "we" versus "I." In the beginning I was not part of the research team, for a year I was, and in the final year I was the team.

Because of these circumstances, the limited time spent in each site, and the scope of initiatives under investigation, there are obvious gaps in my understanding of these complex reform efforts. To address this concern, preliminary drafts of each case study were sent to four educators, representing different perspectives in each site. The readers were asked to review the initial draft for accuracy of the information included, and the logic of interpretations offered. Not surprisingly, the reviewers often disagreed with my interpretation, but they also disagreed with one another. As the research was largely based on open-ended interviews it was natural for people's recollections of events and the interpretations of their significance to differ. The "true story" was different depending on one's position, how it impacted one's job, or one's school. As Wolcott (1994) reminds us, "anyone who has done field work knows that if you address a question of any consequence to more than one informant, you may as well prepare for more than one answer" (p. 351). This was particularly true in the West Virginia case. While the overall feedback received from reviewers in Toronto and Southern Maine indicated that the case studies were for the most part accurate, reactions from West Virginia were quite different.

Yin (1989) suggests that case studies are the preferred research strategy when the investigator has little control over events, and when the focus is on contemporary phenomenon within some real-life context — conditions that describe the phenomena under investigation here. A real disadvantage of this approach however, is that real-life is constantly changing. To the researcher the data collection process allows for only periodic snapshots. While a sense of historical development can be gained through retrospective interviews and extant documents, the accuracy of such accounts is dependent on the extent to which informants agree in their accounts. The greater the shared vision, I found, the more likely that various accounts were congruent. When there was significant controversy in the history of the project, it was almost impossible to reach any semblance of consensus. Such was the case in West Virginia.

In the feedback received some West Virginia reviewers offered interpretations that differed significantly from those expressed in the first draft. Some of these have been incorporated into the revisions as additional data. While a sincere attempt was made to reconcile differences this was not always possible. Conflicting feedback, or lack of knowledge on the part of participants sometimes made verification impossible. Where this was the case I have tried to acknowledge that the data are tenuous. I'm sure that not all of the critics will be satisfied with the version reported here. In all three cases, I acknowledge that my data sources are limited, and responsibility for any errors in the accounts are ultimately mine.

References

Cuban, L. (1984). How teachers taught: Constancy and change in American classrooms, 1890-1980. New York: Longman, Inc.

Fullan, M. G. (1991). The new meaning of educational change. New York: Teachers College Press.

Huberman, M. (1995). Professional careers and professional development. In T. Guskey and M. Huberman, (Eds.) Professional development in education: New paradigms & practices. (Pp.193-224). New York: Teachers College Press.

Huberman, M., & Miles, M. (1984). Innovation up close. New York: Plenum.

Miller, L., & O'Shea, C. (In press). Partnership: Getting Broader, Getting Deeper. In Ida Oberman (Ed.) Professional development in the reform era, New York: Teacher College Press.

Miller, L., & Silvernail, D. L. (1994). Wells Junior High School: Evolution of a professional development school. In L. Darling-Hammond (Ed.) Professional development schools: Schools for developing a profession, (pp. 28-49). New York: Teachers College Press.

Sarason, S. (1990). The predictable failure of educational reform: Can we change course before it's too late? San Francisco, Jossey-Bass.

Sarason, S. (1993). The case for change: Rethinking the preparation of educators. San Francisco: Jossey-Bass.

Schon, D. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. San Francisco: Jossey-Bass.

ACKNOWLEDGEMENTS

This study far exceeds the capacity of one person. It never would have seen the light of day without the cooperation of many dedicated educators in Toronto, Southern Maine, and West Virginia. Although too numerous to mention, I would particularly like to thank those who provided feedback on the initial drafts of the case studies.

OERI deserves special recognition for having the vision to fund this important series of reform studies. The NETWORK, Inc. was fortunate to have been assigned Joyce Murphy as our Project Monitor. Thank you for your support.

The expertise of our advisory group has served the project well over the course of the study. Thank you all: David Crandall, Michael Fullan, Judith Warren Little, Milbrey McLaughlin, Lynne Miller, and George Springer. Special thanks to Lynne and Judith for feedback on preliminary drafts.

The project also owes much to the contribution of colleagues at the NETWORK: to Jan Barry and Kerri Lorigan for their work throughout the course of the study; to Laurie Huberman for coding field notes; to Micheal Huberman for his assistance in developing the causal networks; and especially to Pat Cox for the initial conceptualization and groundwork, and invaluable feedback and support in bringing this report to completion.

Volume II. Case Studies

Table of Contents

I. Introduction 1

II. Case 1. Systemic Reform in Toronto 14

Appendix II-A. 72

III. Case 2. Systemic Reform in Southern Maine 78

Appendix III-A 138

IV. Case 3. Systemic Reform in West Virginia 145

Appendix IV-A 203

I. Introduction

In 1992 the U.S. Department of Education, Office of Educational Research and Improvement commissioned 12 studies of educational reform. *Systemic Reform in the Professionalism of Educators*, one of the dozen, takes a broad perspective that includes both K-12 and higher education. The original "Request for Proposal" called for identification and analysis of sites exhibiting "best practices" in the areas of preservice training, inservice training, and working conditions of educators. However, many years of reform "projects" have shown that isolated pockets of good ideas rarely have lasting effects. Therefore, The NETWORK, Inc., researchers chose to concentrate on a small number of sites which, looking beyond individual reform projects, have taken a systemic approach to teacher professionalism. These sites recognize the interdependency and complexity of the education system and seek to address multiple parts simultaneously.

Educator professionalism is a critical issue in education reform. The press for the professionalization of teaching is based on the theory that strengthening the profession will prove an effective means for meeting students' needs and improving the overall quality of education (Darling-Hammond,1989). Darling-Hammond and Goodwin (1993) identified common beliefs or behaviors associated with the notion of professionalism. Members of a profession share a common body of knowledge and use shared standards of practice in exercising their knowledge on behalf of clients. In addition, they found professionals strive to:

> improve practice and enhance accountability by creating means for ensuring that practitioners will be competent and committed. Professionals undergo rigorous preparation and socialization so that the public can have high levels of confidence that professionals will behave in knowledgeable and ethical ways. (p.21)

Educator professionalism promises to increase accountability for meeting

students' needs, in exchange for the deregulation of teaching — giving teachers greater autonomy in determining what is to be taught, when, and how (Darling-Hammond, 1989). Devaney and Sykes (1988) remind us that "professionalism is a form of liberty that is not simply conferred; it is earned" (p. 4). Accountability must be provided by rigorous training and careful selection, serious and sustained internships for beginners, meaningful evaluation, opportunities for professional learning, and ongoing review of practice (Darling-Hammond, 1989).

The group of educators which has been the focus of attention in the professionalization movement to date has been teachers. The professionalism of all educators, however, is the goal, including school and district administrators, specialists, counselors, and university faculty and administrators.

Scope of the Study

School-university partnerships have been around a long time (e.g., Havelock, Cox, Huberman, & Levinson, 1982). Historically the focus has largely been to support practicum placements for student teachers and to provide staff development services for veteran teachers. Partnership arrangements are becoming more prevalent as a means of improving the preparation of future teachers and the ongoing learning of experienced teachers.

Although there are examples of successful partnerships working to restructure both teacher education and schools[1], school-university partnerships engaged in reform of the entire system are less common. Few partnerships have moved beyond reform of individual schools and the teacher preparation program to take on the challenge of changing the structure and culture of schools, school districts, teacher education, colleges of education, and even the university as an institution. Many studies of systemic reform (O'Day & Smith, 1993; Fuhrman, S., 1993) overlook the role of higher education in reform of "the system." While there is

currently no agreed upon definition of systemic reform, most definitions assume that:

- Systemic reform addresses all of the mutually reinforcing structures, processes and activities within the educational system, recognizing that altering any one part of the system necessarily impacts on all other parts (Smith & O'Day, 1991).
- Systemic reform requires system coherence through the integration of policy and practice (Fuhrman & Massey, 1992; Fuhrman, 1993).
- Systemic reform constitutes a "mainstream activity" of all organizations involved, not an alternative or special program;
- Systemic reform requires strategies that help develop and mobilize the conceptions, skills, and motivation in the minds and hearts of scores of educators (Fullan, 1994).
- Systemic reform requires the development of routine mechanisms for bringing people together across roles, within and across organizations, for developing and maintaining shared direction and understanding; and to maintain strong communication among all of the constituent parts of the system.
- Systemic reform in education addresses the preparation, continuing learning, and working conditions of school-based, district-based and higher education-based educators in all roles — teachers, principals, counselors, specialists, para-professionals, central office and higher education personnel.

The phenomena we are observing are not well understood, especially at the level of organizations. The same work can take myriad forms in actual practice. It was thus necessary and appropriate to take an exploratory approach in this study to begin to understand the phenomena of systemic reform in a manner that captures the essence of the problems, the nature of the solutions attempted, and the evolving story of successes and failures enroute.

A number of criteria were established for selecting sites engaged in systemic reform. The three sites selected all demonstrated:

- comprehensiveness: addressing preparation, on-going learning, and working conditions of educators.
- a focus on the success of all learners.
- a commitment to inquiry, reflection, and research.
- new ways of working that are mainstream activities of their respective organizations.
- mechanisms for communication and dialogue to make sense of where they are and where they are going.
- a willingness to participate with us as research partners.
- a track record, having been established for at least five years.

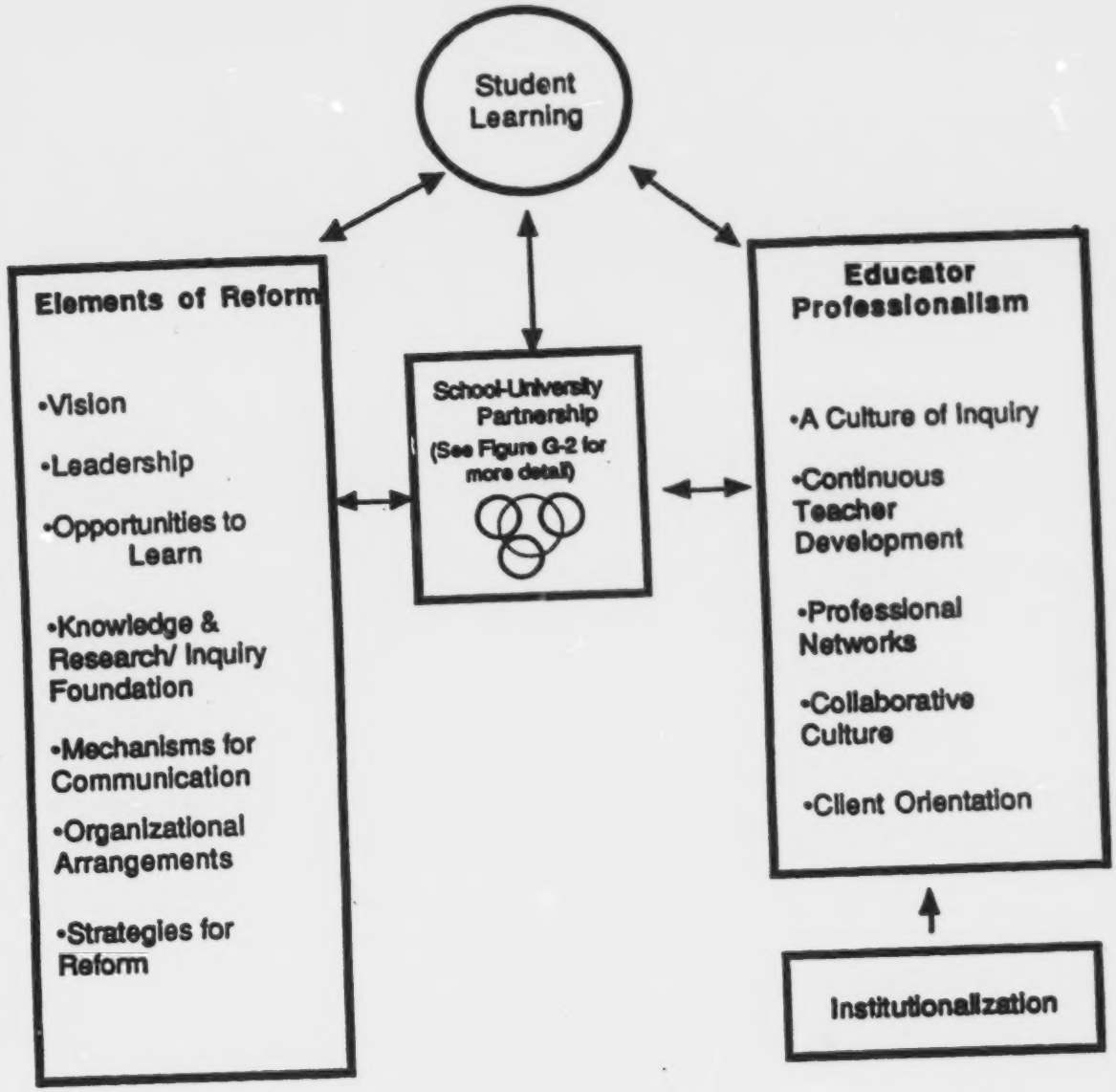
The three sites selected were The Learning Consortium at the University of Toronto, The Southern Maine Partnership and the University of Southern Maine Extended Teacher Education Program (ETEP), and The Benedum Project at West Virginia University.

Conceptual Framework.

Figure 1 portrays the emerging conceptual framework used for studying systemic reform in the professionalism of educators. The design of the study was focused by the school change literature (Fullan, 1991; Fullan & Miles, 1992; Louis & Miles, 1990) which has identified critical elements of reform (left box in Figure 1). The critical elements examined for each case include: a) the visions guiding the reforms; b) the leadership driving them; c) the knowledge and research/inquiry foundation upon which they are built; d) the opportunities for learning needed to sustain them; e) the mechanisms for communication used to coordinate them; f) the organizational arrangements designed to support them, and g) the strategies used to implement them. These elements of reform can be thought of as independent variables — those variables expected to be critical in each reform effort that would facilitate understanding each initiative.

Student learning was conceptualized as both an independent and dependent variable in the framework. It represents a vision of what successful leaning for all students would look like, as well as an outcome measure of student learning. A focus on student learning served as an important site selection criterion. A vision of successful student learning was found to be a motivating force for undertaking each of the reform initiatives. Limited outcome data are available, as each of the sites continues

Figure 1. Conceptual Framework for the Study of Systemic Reform in the Professionalism of Educators



to struggle with how to document whether or not their efforts are making a difference for kids. An independent assessment of the impact of these reforms on student learning was beyond the scope of this study.

Educator professionalism is the overall dependent variable (the box on the right of Figure 1). The theory underlying the press for educator professionalism, according to Darling-Hammond (1989), is that strengthening the structures and vehicles for creating and transmitting professional knowledge will enhance educators' ability to meet the needs of students and improve the overall quality of education. The theory is based on a conception of teaching as complex work requiring specialized knowledge and judgment in non-routine situations, and on a conception of learning as a highly interactive and individualized process. The outcomes of interest in this analysis are five different dimensions of educator professionalism: 1) a culture of inquiry; 2) continuous teacher development; 3) the development of collaborative cultures; 4) expanding professional networks; 5) and client orientation. The way "client orientation" is used here does not imply an asymmetrical, hierarchical relationship where an expert provides services to those lacking in knowledge or skills. All educators serve multiple clients, including children, parents, the community, colleagues, student of teacher education, as well as the teaching profession as a whole. Finally, the analysis examines the durability or "institutionalization" of these reforms.

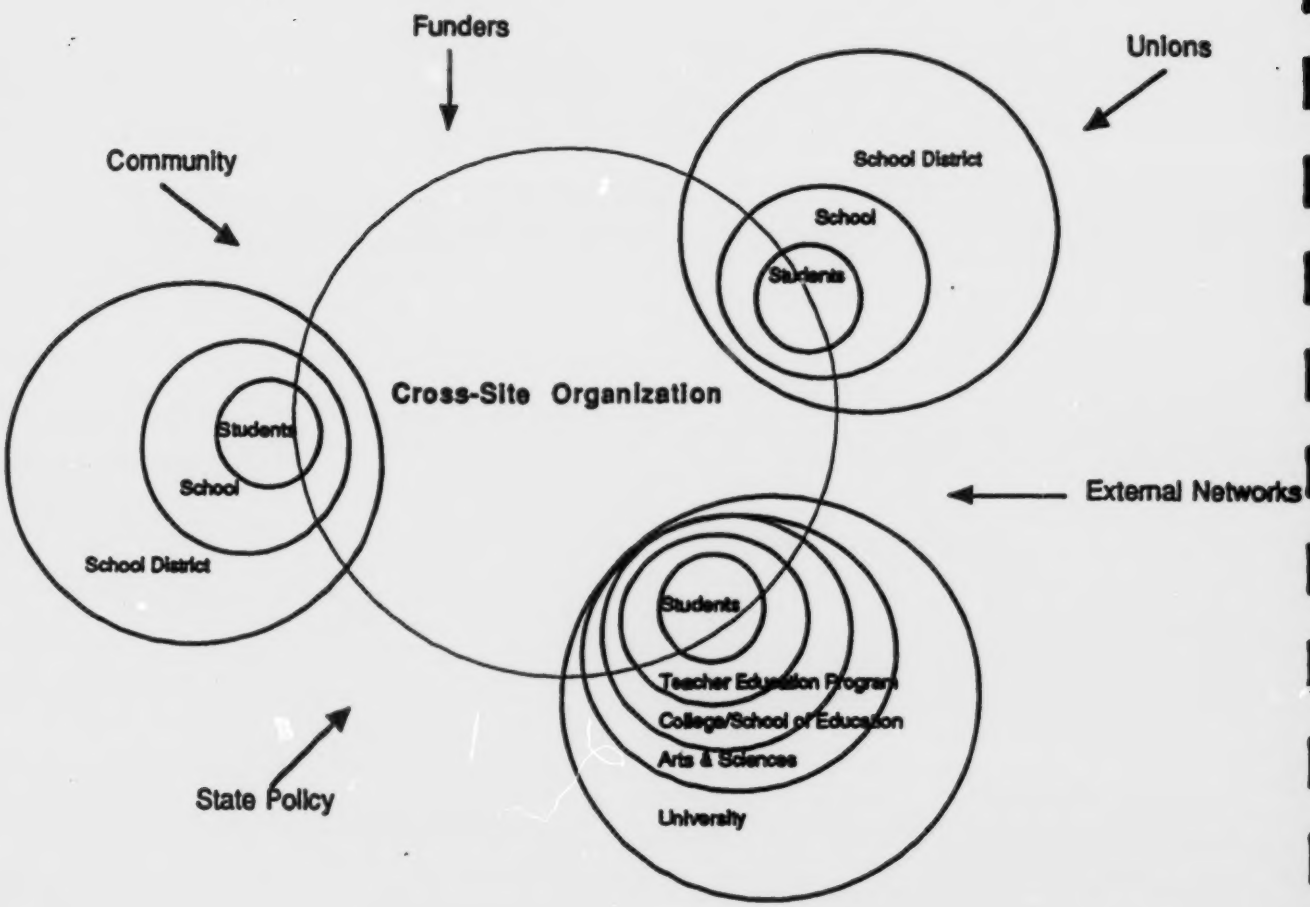
School/university partnerships were the vehicles through which the three reform initiatives were organized (see center box in Figure 1). For the purposes of our conceptual framework each partnership represents a single case. "System" was defined by the entities within the "boundaries" of the school-university partnership, recognizing that there are many other organizations that affect these initiatives (e.g., teacher unions, government policy makers). The intersection of all

the component parts is found in the school-university partnership organization. (See Figure 2) Personal and professional relationships provide the connections within an individual school, between schools within a school district, between districts, between schools or districts and the University, and within the cross-site organization.

Within each site there are multiple, embedded or nested cases, a sample of which were examined. The primary focus was the school-university partnership and its intersection with each of the member organizations: the College of Education's teacher education program, school districts, and individual schools. Within these organizations, representatives from the following educator roles were interviewed: school and university faculty and administrators, project staff, supervising teachers, and a sample of preservice students who did their student-teaching in target schools. In Toronto and Southern Maine, the study sample included one high school and one elementary school in each of two districts. In West Virginia where the total number of schools is much smaller, one high school and one elementary school were selected.

The selection of individual schools was made by mutual agreement between the participating partnerships and the NETWORK, Inc. researchers. The research questions and design of the NETWORK study established parameters defining the major variables under investigation. An effort was made to select schools that participated in preservice preparation, and extensive on-going professional development, while engaged in school-wide improvement efforts. The reformers in each site then selected the individual schools that they felt best met the criteria. As a result, the selected schools probably represent the most exemplary schools rather

Figure 2. The School-University Partnership



than the "average" level of school development within the partnerships.

Other influences affecting the reform initiatives, as would be expected, were many and varied depending on the socio-political context within which the school/university partnership is located. They include, among others, teacher unions, government policies, professional networks, and outside funders. Although not the primary focus of the study, where these outside influences were particularly influential their impact was explored (See Figure 2).

The three comprehensive school/university partnership initiatives selected are all seriously rethinking the preparation of education professionals, pre-service students who want to enter the profession, and the on-going learning of practicing educators. The challenge of studying these complex entities is made even more daunting by the fact that the partnership members are attempting to do this while working within dynamic institutions that are engaged in restructuring their own organizations. Accordingly, a strong emphasis was placed on open-ended interviews to understand the personal and organizational journeys of the participants.

Methodology

Data were collected over an 18-month period through a series of site visits, totaling 15-20 days per site. Most data were collected through semi-structured open-ended interviews covering the principle research questions. These data were supplemented with on-site observations, existing documents, and a collaboratively constructed "journey," (Cox & deFrees, 1991) or historical timeline of each site's development. After many additions and revisions, the final versions of the journeys completed by each site became the outline from which the research team identified questions to explore to further understand the processes used to facilitate and support change and what it took to bring about the changes that had occurred. In this way the journeys served as an important research tool for guiding the investigation, and

as useful story boards for describing these reform initiatives (see Volume 3 for journeys).

We used a common set of research questions across the sites. The four overarching questions guiding the study were as follows:

1. What has been the nature of the systemic reform effort, including the objectives, structures, roles, and strategies employed?

2. How have research and other knowledge been used in the systemic reform efforts?

3. What have been the prominent outcomes of these partnerships' efforts? In particular, what has been the impact on teacher professionalism, and to what extent have these reforms been institutionalized?

4. What are the important factors that help to explain productive school-university relations?

Data collection followed a sequence of progressive focussing. Interview data were obtained from multiple interviews with key informants in each site. The interview sample "snowballed" as informants identified other key participants. Field notes were transcribed and coded using a coding scheme derived from the principal research questions.

The research project had two major components. The first component was a profile of each of the three sites. The second component was the cross-case analysis. The goal of the first portion of the study was to create a narrative record of the evolution of the reform initiative and to analyze the key forces affecting the reform process for each organization within the partnership. From the compilation of interview data a set of some 25 causal variables common to all three cases emerged that were used to generate causal flow charts (Miles & Huberman, 1994) for the three sites, which could then be compared to isolate "streams" of antecedent and intervening variables leading to the principal outcomes. Preliminary findings from all sites were fed back to site informants for verification. The three case studies are

the focus of this volume.

Cross-case analysis began with a review of the three narratives for common or contrasting themes, outcomes, and mediators. This comparison revealed the importance of: 1) personal and professional relationships as the foundation for these partnerships; 2) access to a variety of professional development opportunities; 3) stability of leadership; 4) resource availability; 5) goal congruence among organizations and the alignment of organization arrangements to achieve goals; and 6) the inherent tensions endemic to school-university partnerships. The cross-case analysis can be found in Volume 1 of this report.

It is important to remember that the total amount of time spent at each site was short (15-20 days), particularly when studying a number of different organizations within each partnership. Consequently the view presented here represents a snapshot of continually evolving reform efforts. Furthermore, with only three cases, general conclusions must be considered tentative.

The individual case studies are presented here. First, is the story of the Learning Consortium at the University of Toronto, followed by the Southern Maine Partnership and the University of Southern Maine's Extended Teacher Education Program, and the Benedum Project at West Virginia University.

Notes

[1]The Professional Development School (PDS) model has become the dominant model in this movement. Darling-Hammond (1994) notes that PDSs are a special case of school restructuring as they simultaneously restructure school and teacher education programs, they redefine teaching and learning for all members of the profession and the school community. PDS arrangements are growing across the country and much has been learned about the challenge of restructuring two institutions at the same time, including the collaborative demands PDSs place on individual and institutional participants, the threats that these reforms pose to the norms and traditions of both institutions, the low status that teacher education holds within universities, the poor reputation of staff development in schools, and the lack of institutional incentives for undertaking this kind of work (Darling-Hammond, 1994).

BEST COPY AVAILABLE

References

Cox, P.L., & deFrees, J. (1991). Work in progress: Restructuring in ten Maine schools. Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

Darling-Hammond, L. (Ed.) (1994). Professional Development Schools: Schools for developing a profession. New York: Teachers College Press.

Darling-Hammond, L., (1989). Accountability for professional practice. Teachers College Record, 91, 59-80.

Darling-Hammond, L., (1988). Policy and professionalism. In A. Lieberman, (Ed.) Building a professional culture in schools. (pp. 55-77) New York: Teachers College Press.

Darling-Hammond, L., & Goodwin, A.L. (1993). Progress toward professionalism in teaching. In Cawelti, G (Ed.) Challenges and achievements of American education: 1993 yearbook of the Association for Supervision and Curriculum Development. (Pp.19-52) Alexandria, VA: ASCD.

Darling-Hammond, L., & McLaughlin, M. (1995) Policies that support professional development in an era of reform. Phi Delta Kappan, 76, pp. 597-604.

Devaney, K., & Sykes, G. (1988). Making the case for professionalism. In A. Lieberman, (Ed.) Building a professional culture in schools. (pp. 3-22) New York: Teachers College Press.

Fullan, M. G. (1994). Coordinating top-down and bottom up strategies for education reform. In R. Anson (Ed.) Systemic Reform: Perspective on personalizing education. (pp. 7-23). Washington, DC: US Department of Education: Office of Educational Research & Improvement.

Fullan M. G. & Steigelbauer, S. (1991). The new meaning of educational change. New York: Teachers College Press.

Fullan, M.G., & Miles, M.B. (1992). Getting Reform Right: What works and what doesn't. Phi Delta Kappan, 73, 745-752.

Fuhrman, S. H. (1993). (Ed.) Designing coherent education policy: Improving the system. San Francisco: Jossey-Bass.

Fuhrman, S. H., Massel, D. (1992). Issues and strategies in systemic reform. Consortium for Policy Research in Education.

Havelock, R. G., Cox, P. L., Huberman, A.M., & Levinson, N. (1982). School-university collaboration supporting school improvement: Comparison and synthesis of three cases (Volume IV). Report prepared for the Research and Educational

Practice Program, National Institute of Education.

Louis, K. S., & Miles, M.B. (1990). Improving the urban high school: What works and why. New York: Teachers College Press.

Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis, Second Edition. Thousand Oaks, CA: Sage.

O'Day, J. A., & Smith, M. S. (1993). Systemic reform and educational opportunity, In S.H. Fuhrman, (Ed.), Designing coherent education policy: Improving the system. (pp. 250-312) San Francisco: Jossey-Bass.

Smith, M. & O'Day, J. (1991). Systemic School Reform, in S. Fuhrman & B. Malen (Eds.) The Politics of Curriculum and Testing. (pp. 233-267) Bristol, PA: The Falmer Press.

Systemic Reform in Toronto

A combination of factors came together in 1988 that created a climate for change in Toronto education. The conditions were right for reform at the University of Toronto Faculty of Education (FEUT). The Faculty of Education had replaced the former "Teacher's College," and prior to 1988 was almost exclusively devoted to teacher training. It had never become an integral part of the wider university culture and was generally characterized by a climate of stagnation. The Ministry of Education, the primary policy maker for education in the Province of Ontario, commissioned a study to assess existing teacher education programs in the province. The assessed inadequacy of teacher education generally, and specifically within FEUT, provided the political support for providing both internal and external funding, and the infusion of new leadership. The new dean had established relationships with the leadership in local school districts (referred to as "boards of education" in Ontario). These boards were already focused on school reform, and they already had strong staff development structures to support teacher development.

Timing was right, but it was not simply coincidental. Seizing the opportunity required thoughtful planning and coordination on the part of several key leaders in many institutions. For example, in 1987 the provost at the University of Toronto reviewed the operation of the Faculty of Education (FEUT) and made recommendations for program improvement that included:

1) the need to review existing programs
2) the need for faculty renewal
3) the development of the level and quality of research at FEUT
4) the improvement of facilities and equipment, and
5) improved relationships between FEUT and the Ontario Institute for Studies in Education (OISE), the Institute of Child Study, and Toronto schools.

(University of Toronto, Faculty of Education, 1994)

About the same time three researchers were commissioned by the Ministry of Education to conduct a review of teacher education in Ontario. Their report had just been released documenting needed reforms, when the search for a new dean of the Faculty of Education at the University of Toronto was initiated.

The assessed inadequacy of teacher education programs in general, and the FEUT program in particular, were important stimuli for creating support for change. The Faculty of Education was a moribund place — they hadn't hired a tenure track faculty member in 17 years. The building itself needed painting and some serious attention. With a new dean the Faculty had a new leader who brought new opportunity. Before the dean even began his tenure, he had established communication with the directors of several Toronto area boards of education, and the idea of a partnership was explored. The idea of a new partnership came out of this sense of renewal.

According to the dean, he took on this challenge because the "conditions were right." FEUT had 22 retirements coming up and resources were available; the university agreed to replace retirees. The dean insisted that there be no strings attached to the appointments — he had full authority to hire who he wanted. This is part of what he calls his "Ready, Fire, Aim" approach. The faculty positions weren't "owned" by individual departments. He didn't have procedures to follow, he didn't have to get department approval — in his words, "he just had to get it right." He needed to be entrepreneurial, and have flexible spending. He felt if he could just find good people that the Faculty would be able to build on their strengths. The new hires were hand-picked by him, and as a result were vulnerable to his bias. The university committed $100,000 per year for three years to support special projects.

The Learning Consortium began in 1988 as a partnership among six different

institutions, two institutions of higher education, FEUT and the Ontario Institute for Studies in Education (OISE), and four large school districts, (ranging in size from 40,000 to 60,000 students): North York, Halton, Dufferin-Peel, and Durham boards of education. The partners came together around a commitment to a number of principles, focusing on teachers as life-long learners by linking preservice, induction, inservice, and leadership to school development. The purpose of the Consortium was to promote "interactive professionalism." The members generally agreed on the philosophy but for the first 18 months there was a lot of disagreement about what that might look like in practice.

The choice of which boards to engage in the partnership was opportunistic. The directors from two of the boards, Durham and North York, approached the dean to discuss a partnership with the university. That was how the notion of a consortium began to evolve. The dean then discussed the idea with leaders in the Halton Board, where he had already had a relationship, and knew the board to be progressive. The inclusion of Dufferin Peel, the fourth board partner, was in part selective, and in part a political decision. It had a good director, and the group felt it was necessary to include a Catholic Board since they receive government funding in Ontario. In addition, the leadership of each board was committed to working with the Faculty and with each other, and there was strong conceptual understanding and endorsement of the partnership. Several months later, OISE was asked to join. In establishing the partnership each of the member institutions contributed $20,000 a year to its operation, representing a significant allocation of internal resources. In addition the boards put a lot more money into the effort from their staff development funds. First-year start up support was also provided by the Ontario Ministry of Education — one of the few instances where the Consortium received outside funding.

The partners quickly realized that they needed a paid person to run the

Consortium, but there were many questions about how much authority that person should have. In the beginning people didn't trust one another, and they weren't ready to trust an independent director. The Consortium was set up with a Steering Committee made up of the dean of the Faculty, and the directors of each board and OISE, and the newly-hired director of the Consortium, with the real work of the Consortium to be done by a Planning Committee, made up of representatives from each of the partners (usually the staff development directors from each board.) The Steering Committee meets once a year to set direction, and the Planning Committee, which meets monthly, carries out the plan of work. Through these committees the partners have connected across districts and institutions. At first some board directors came to the Planning Committee meetings because they wanted to see for themselves if the investment was worth it. Their caution actually helped to establish trust. Having everyone there in the beginning helped with communication and getting everyone comfortable with the direction of the partnership.

The mission of the partnership as it has evolved, is to "establish more systematic approaches to teacher development at all stages of the teaching continuum, by transforming schools, districts and faculties of education to environments of continuous learning" (Fullan, 1993, p.7). The mandate of the Consortium is threefold:

- To initiate, implement and support a program of teacher development;
- evaluation of programs and research on teacher learning; and
- the dissemination of new knowledge and practices.

The early initiatives were grounded in an understanding of the process of school change. All of the boards were relatively "staff development rich" boards, and had already begun work in school change. The partners decided to begin with a focus on instruction, and chose cooperative learning because of the strong research

base indicating its positive impact on student's academic and social learning (Johnson & Johnson, 1989; Slavin, 1988).

They began planning the first "Summer Institute on Cooperative Learning" right away, and held the first Summer Institute in August, 1988. Peer coaching and managing the change process were incorporated into this institute to facilitate implementation of new instructional practices. The first Institute was designed for about 100 participants, 20 from each Board and about ten faculty members from FEUT. The training was designed to incorporate attributes of effective training (Joyce & Showers, 1988): including the theoretical foundation, demonstration, and practice with feedback, as well as ongoing coaching and support after the initial training. The districts were encouraged to send school teams to the institute, (an administrator and at least two teachers) to establish a base for ongoing support for implementation in their individual schools. The two lead trainers who ran the first institute were well received by the boards, contributing to its overall success..

Following the first Summer Institute, the two trainers/facilitators came to Toronto on half-time contracts as Staff Developers for the Learning Consortium, and half-time teaching assignments at the Faculty. They provided follow-up support to participants in the Summer Institute during the 1988-89 school year, and led a Training of Trainers course for 40 teachers and administrators, to further build the capacity within the Boards to provide on-going support.

The Learning Consortium (LC) repeated the institute the following year to provide the opportunity for greater numbers of school teams from each of the boards to participate. In 1989, Halton and Durham began running their own institutes modeled after the Consortium's Summer Institutes requiring teams from schools, and providing follow-up support in the following school year. Now all of the member boards run their own cooperative learning institutes, and the LC has developed new

initiatives in response to the partners' evolving needs.

The more widespread the use of cooperative learning became in all of the boards, the more they began to see a need to develop skills in conflict resolution. The LC added "Managing Conflict" in their third year, as well as offering a final Cooperative Learning Institute to help educators develop additional skills that complemented and enhanced their cooperative learning strategies. The fourth Summer Institute in 1992 focused exclusively on conflict management, as all of the boards were doing their own Cooperative Learning Institutes by then.

A logical and natural progression in the evolution of reform has led to a current emphasis of the Learning Consortium on evaluation and assessment. While there is general consensus that the effect on teaching practices has been significant, with corresponding changes in teacher efficacy and confidence (Erskine-Cullen & Manning, 1995), there is now a need to address the question: what impact is cooperative learning having on student achievement? The Consortium began in 1992 to plan an International Conference on Assessment & Evaluation (ICE), which was held in November of 1993. Another summer institute on anti-racism was developed to address both a new Ministry initiative and a growing concern in urban schools.

In the initial years of the Consortium the major summer institutes and associated follow up activities were the core of the LC program. Since that time the variety of professional learning opportunities offered throughout the year has expanded. The menu of offerings has been extensive, including: leadership training for administrators, induction workshops, "best practices" exchanges, transition years (middle school) workshops, and the sponsorship of mini-projects to support teacher development and school improvement. The mini-projects encouraged collaboration by requiring at least two partner organizations to work together to

address common concerns. In addition, the LC is planning to implement a bartering system — encouraging each member to develop their own areas of expertise. Instead of having each board duplicate efforts, bartering will allow them to all benefit from the combined expertise. While the major focus of the Consortium's professional development activities are at the inservice level targeting practicing teachers, administrators, and central office personnel, they have also provided support to the preservice program. The Consortium has funded associate teacher training, and joint preservice/ inservice cooperative learning institutes.

Summer Institutes and the associated follow-up support have been the most high profile activities of the LC, and perhaps the activities which have had the greatest impact on the member boards. But how did the effect come about? Was it the product of a grand scheme that was systematically carried out? Why has this partnership been able to sustain such strong commitment for seven years, while most reform efforts are short-lived? (Cuban, 1984; Fullan, 1991; Sarason, 1990).

One way to understand the mechanisms at work here is to follow the development of several strands of the partnership, then return to the conceptual framework for the study, by examining the seven critical factors to help understand the impact of the reform effort in each of the member institutions, and finally to identify facilitating and inhibiting factors that have influenced those effects. During the course of the study at the NETWORK's working conference, participants agreed that another essential ingredient in making school-university partnerships work was the importance of personal and professional relationships. This was added as the eighth critical factor.

As an advance organizer, the critical variables that form the lens for this analysis are:

- vision of learning

- leadership
- professional development strategy
- opportunities to learn
- commitment to research and inquiry
- communication
- organizational arrangements
- personal and professional relationships

As described in the introduction to this volume, for the purpose of this analysis the "system" is defined by the member organizations of the school-university partnership, the Learning Consortium. An examination of each of these factors within each of the organizations in the system in the Toronto area will provide further description and understanding of the scope of this reform and its impact. The "site" comprises the interacting network of individuals and organizations that together are attempting to reform the teaching and learning process. Within the K-12 system we have focused on one elementary and one secondary school in each of two member boards. The selection of schools was made by mutual agreement between the participating boards and the NETWORK, Inc. researchers. The research questions and design of the NETWORK study established parameters defining the major variables under investigation. An effort was made to select schools that participated in preservice preparation, and extensive on-going professional development, while engaged in school-wide improvement efforts. The reformers then selected the individual schools that they felt best met the criteria. As a result, the selected schools probably represent the more advanced end of the continuum rather than the "average" level of school development within their boards. Within the university system the investigation included students, faculty, and the preservice teacher education program, and in a very limited way OISE. OISE has never been an active member in the partnership, although a few of its faculty have been active participants, conducting collaborative research and serving as presenters in

BEST COPY AVAILABLE

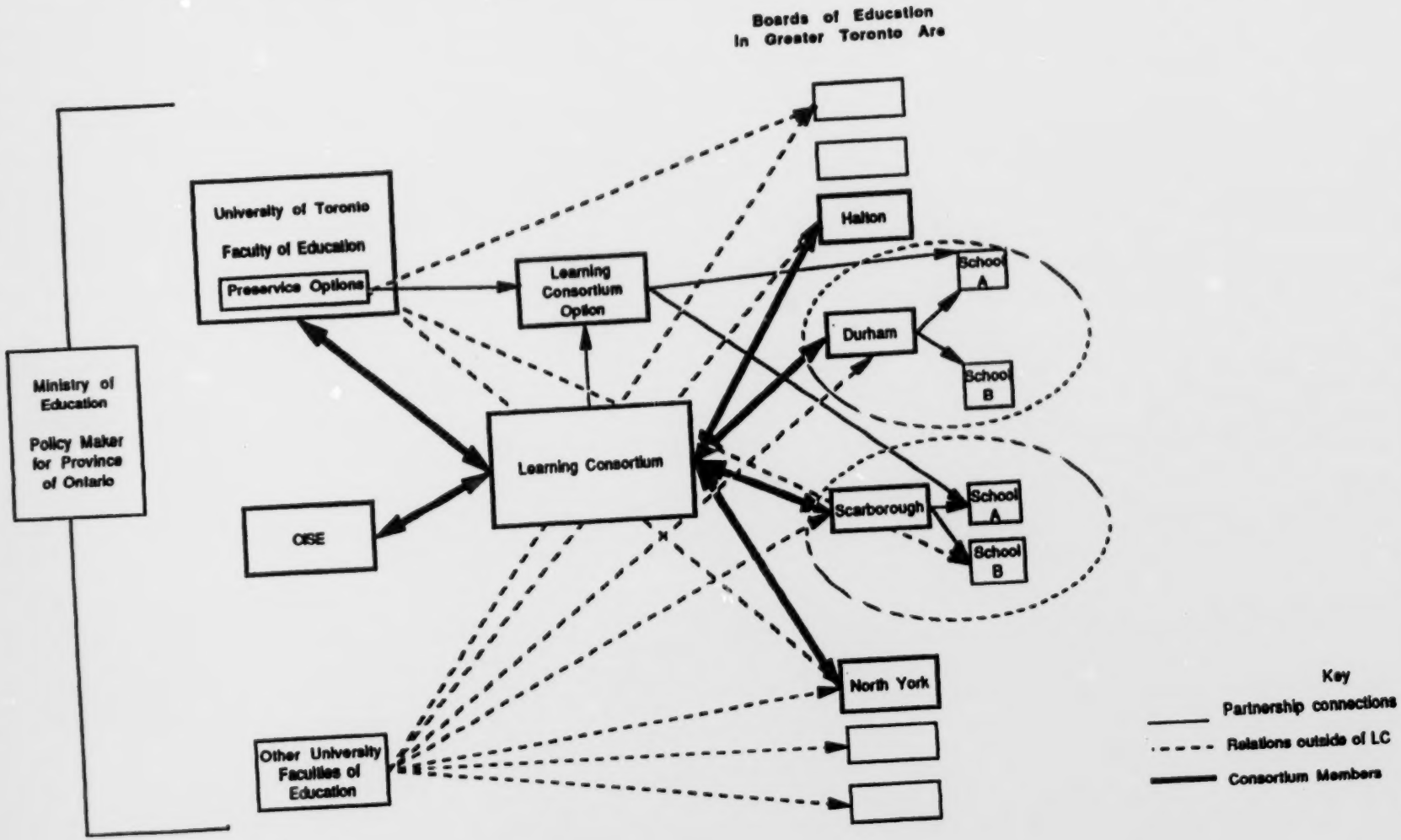
Consortium sponsored events. The intersection of all the component parts is found in the school/university partnership where personal and professional relationships provide the connections within and between organizations. Figure 2.1 diagrams the institutions and the relationships that comprise the Learning Consortium, highlighting the sample of member organizations that were the focus of this study.

Let us now turn to the school strand to examine how the Consortium plan of work has connected with its member boards, and the individual schools within those boards. The final two strands of the story are the reform efforts within the teacher education preservice program, and the changing culture of the Faculty of Education as an organization. Each strand will be described in turn.

The Boards of Education and the Schools

The emphasis on cooperative learning in the Durham Board is a good example of a systemic reform effort. In Durham the emphasis has been twofold: 1) school-based decision making, and 2) instructional excellence. They have basically trusted the research and invested in research-supported practices. As a direct result of the first Learning Consortium Institute, the board made a commitment to cooperative learning as a vehicle for improving student learning in the board. Utilizing the Consortium Trainer of Trainers Course, by 1989 Durham had developed sufficient in-

Figure 2.1: Education Organizational Arrangements of the School-University Partnership in Toronto



BEST COPY AVAILABLE

house expertise to begin running its own Cooperative Learning Institutes during the school year. The board now offers a range of courses including subject specific training, and institutes for different levels — elementary, transition, and secondary — but cooperative learning has remained the core of their efforts to expand teachers' repertoire of instructional strategies. In addition, the board has invested in school leadership training. School Growth Teams received training through Assisting Change in Education (ACE) that emphasized the need to build linkages between innovations to ensure effective implementation. Many principals, vice principals and superintendents have also participated in "Leading the Cooperative School" training.

In 1990 Durham brought in a group of consultants to review the existing structure of their board. As a result of the review, a number of recommendations were made to reorganize the board to support the work of teachers in schools. Based on the belief that students need to be actively involved in learning, the board's strategic plan emphasizes instruction and school-based instructional leadership. Area teams were created with "Instructional Strategies Facilitators" to complement the "Special Needs Resource Staff" to work directly in schools and classrooms with teachers. The board has continued to shift its emphasis from developing curriculum to supporting curriculum implementation.

The system developed a planning theme, with room for lots of individual autonomy and local control that serves as a guideline. According to the director, "schools worked the variation." What they have tried to do is reverse the hierarchy; the schools now tell the Board what they need to improve. They have worked hard to develop a climate for teacher development by remaining focused on instructional change, with big emphases on cooperative learning and more recently on portfolio assessment.

After six years of providing consistent, high-quality learning opportunities for teachers, cooperative learning is very pervasive throughout the board. In most schools, 60% of staff are trained in the Level 1 cooperative learning course. Some schools have 90-100% of staff trained, and many have received more advanced training. One principal noted that when he was opening a new school, he hired 120 teachers from within the board, and almost all of them had had cooperative learning training. The director in Durham believes that "the strength of classroom practice is the foundation of strength of the system. Perseverance for building the capacity has been Durham's strength." While teachers and administrators are convinced that the change in instructional practices is changing student learning outcomes, the board's capacity to evaluate the results of their efforts on student learning is still evolving.

The board director has to be able to justify funding for professional development to the Board of Trustees, which was a challenge in the beginning, but she said it isn't hard any more because she has seen results. She spends a half a day a week in a school or a classroom. She wants schools to know she is interested. She goes to see best practices. She doesn't go to find fault and she never cancels. This is a priority in her week. She felt she has seen a profound response to the cooperative learning initiative. The board didn't "require" training, but encouraged those who were interested and highlighted their successes. "It is now an unstoppable train. People want to become part of it. The schools have become centers of innovation." The director sees teachers engaging children in new ways. For example, she relayed the story of one classroom she visited that had turned themselves into a charitable foundation. They were very entrepreneurial. Their class was in a portable building on the edge of the playground and they designated one of the windows as the "candy window" and they took turns (among groups) selling things (e.g., fudge, cookies) from the candy window during recess. One group had already earned $100 mid-way

through the year. They invited in representatives from various foundations to learn about their organizations so the class could decide which charity they wanted to give their money to at the end of the year.

An example of the consistent focus on cooperative learning can be seen in the growth of **Roland Michener Public School**. At Roland Michener the entire staff has taken Level 1 training in cooperative learning, and they use those strategies in running their staff meetings, and their classrooms. The principal took a team to the first Institute on Cooperative Learning. At the time cooperative learning was foreign to him, but it fit in with his beliefs. "I just implemented it -- sold them a package of goods. I thought we had latched on to something that wasn't a band wagon." He now has at least 50% of the staff who have taken advanced training, and he recognizes that it is now their task "to keep the flame going." The principal expects to see cooperative learning activities when he observes classes. He noted that this work has been reinforced by the school's "marriage" to the Learning Consortium Preservice Option. [Option is the term used to differentiate preservice programs. FEUT currently has seven different 'options.'] "The student teachers coming out here (to Roland Michener) also have the training and want to practice and refine their skills." The cohort of student teachers interviewed noted that there was 100% overlap between the strategies they were learning at the Faculty and what they saw in practice at Roland Michener.

After five years of being partners in the preservice program, the principal of Roland Michener felt that there was a real connection with the university. The program gave the school a different vision of the university; it bridged the traditional gap between higher education and the schools. The school has benefitted from faculty workshops and inservice training for the teachers. The principal in return has given talks at the university on conflict resolution and participated in the

mock interview sessions held for teacher candidates. He emphasized that there is a healthy two-way dialogue between the school and the university. There is now real respect for the Consortium's program.

One student teacher observed that Roland Michener appeared to be a building of teachers who epitomized the notion of "life-long learners." They are all avid consumers of professional development. The board provides numerous professional development opportunities and they look to their colleagues in the building to learn new strategies and for ongoing support. One teacher said that she chooses a new thrust every year that she wants to work on. This year it is spelling, three years ago it was cooperative learning. She noted that the staff at Roland Michener was "the most professional staff she had ever been on."

They start each staff meeting teaching a new social skill-- a school wide initiative is the social skill of the month, and they use a cooperative learning structure to teach it. The process is modeled for the students by all of the teachers. One of the student teacher's impression was that it was a very caring environment, that everyone had the child's best interest at heart. She gave the staff a lot of credit for really trying to tackle challenges presented by current issues. She felt it was a very collegial staff and change is a whole school initiative.

In retrospect the student realized how fortunate she was to have had two of her placements at Roland Michener. She had written a portfolio entry about Roland Michener's efforts to implement a portfolio process at the school. One of her professors told her that it was really rare to find that kind of consistent effort where the whole staff and principal were working on something with the support of a board initiative, in partnership with the Faculty. She recognized that it was because of that consolidated effort that they are making it work.

While cooperative learning is generally more pervasive in elementary schools

than in secondary schools, Durham has focused on its development at all levels. **Pine Ridge** is a new "high tech" high school that has an emphasis on technology in all aspects of the curriculum. All of the teachers who opened this school had previously been in the district, and all had strong backgrounds in cooperative learning. The skills were evident here in the governance of the school as well. Professional development was building-based and usually focused on the integration of technology. It appeared to be a very collaborative staff that worked together across departments, and was focused on empowering students. They were very proud of a number of student led initiatives in anti-racism, which began as a means of addressing problems within the school and have now flowed beyond the school's borders to addressing race relations within the surrounding community.

Pine Ridge had to deal with a number of "emergency" situations starting when the school opened with a projected enrolment of 900 students, and 1400 students showed up on the first day. They were short 14 teachers. Race has been a big issue from the beginning; the staff anticipated problems but didn't put enough supports in place to prevent or alleviate potential crises. The students, with staff support, have played a major role in resolving racial tensions. Now that they have resolved those issues and gotten the new school "up and running," they are interested in becoming a site for the Learning Consortium's year-long preservice program.

The **Scarborough Board of Education** is the newest member of the Consortium. In 1991 the Dufferin-Peel Separate Board dropped out of the Consortium for financial reasons, and the Scarborough Board asked to join. Scarborough was already engaged in a long-term planning process, focusing on student outcomes in basic skills and system accountability. The new Consortium member brought significant expertise and resources to the partnership, with its focus on curriculum development, outcome-based education, research and assessment. Scarborough also

has a strong research department, which has provided important leadership to the development of collaborative research within the Consortium.

The board is now in the action-planning stage. Professional Development has always been extensive, but has been centrally coordinated. They are in the process of changing to school-based curriculum planning and staff development. There is an effort to reverse the hierarchy of the board to think in terms of resources being centrally coordinated to support school-based improvement. (The organizational chart for the district is actually drawn with schools at the top.) Each school has a Curriculum Management Team (CMT) that decides on building priorities. The board is working to align these CMT with staff development resources within the board. However, there is also acknowledgement that at this point implementation is inconsistent across the board.

As a result of their short history with the Learning Consortium, it is more difficult to identify the impact of the LC in Scarborough's development. In an extremely large board, (77,000 students), only a small percentage of teachers have had the opportunity to participate directly in LC events. Scarborough has discussed the approach Durham adopted: investing heavily in one area such as cooperative learning. They felt it was not a workable strategy in their board because of the greater diversity of students — they have a larger range of needs. Thirty percent of the students in the board are non-English speakers. In the past they have done well with university-bound kids, but they recognize the need to support alternate paths if the board is to achieve its goal of educating every child.

The Board does, however feel that their investment in the Consortium has been worthwhile. Their membership in the Learning Consortium has provided a lot of low-cost, high-quality professional development opportunities that they would not have been able to provide otherwise. One principal noted that they learned from the

five day Learning Consortium Cooperative Learning Institute that it takes longer than one or two days to acquire new skills and change practices; it requires a long term commitment. Budget cuts have made those kinds of experiences more difficult for the board to provide on its own. The board members have also found the networking with other boards to be extremely important benefit of membership.

Scarborough has invested heavily in the University of Toronto's preservice program because they felt it was in their own self interest. The board has been frustrated with Ministry mandates that never allocate sufficient resources to support the implementation of their policies. The board needs teacher education graduates to be up to speed when they come in; the feeling now is with all the new provincial demands that teachers are not prepared. The board is subsidizing teacher education, especially at the Samuel Hearne Teacher Education Center (TEC), with the expectation that the board will have access to better trained teachers. Although the TEC is not officially part of the Learning Consortium program, it is one of the FEUT preservice options that developed in the preservice reform period that was initiated after 1988.

The perception of the board's leadership and direction is quite different in the two schools visited, confirming the inconsistency in implementation across the board. These differences may be differences in perspectives between secondary and middle school, or the result of differences between the character and climate of the two schools.

Samuel Hearne Middle School is site-based managed school, with an active CMT and strong leadership. The principal was described as a futurist — thinking about what schooling can be, not what it's been. The vice principal observed that the principal sees people's potential and then he has the skills to bring out their strengths. She said the teachers are challenged, supported, and trusted to experiment. One of the school's faculty members said she counts on the principal to

bring in what's new — and to make demands on the people who are not keeping up to date. The whole notion of being a Teacher Education Center, she felt, demonstrated a desire to stay on top of things. At the least, there is the sense that they have to be at their best. When she has a student teacher, she feels self-conscious, like "I don't want people to see this!" She says she tries harder to do a good job.

Another staff member noted that what was different about Hearne was that it was truly a community. "Kids feel they have freedom to ask questions and expect their questions to be respected. No information is withheld. The culture of this school is student-centered; teachers draw their motivation from the kids. Teachers really work hard — they are committed and devoted. Everyone is really learning and bubbling all the time; current research is being tried." Staff meetings are not information giving sessions, but discussion sessions — what she described as the "reflective practitioner philosophy in practice."

Teachers at Hearne also indicated that there was strong board support for schools and teachers. One teacher noted that "the vision of the board director is very clear. The professional development opportunities are based on that vision. He is an amazing speaker, It's clear he hasn't forgotten what its like to be in the classroom." She felt the board offers "tons of professional development opportunities. The number of inservice by both theorist and practitioners is incredible. There are Institutes before school starts and they have all been of high quality. There is support in the administration, but the impact on kids decreases as you move away from the classroom." The board provided a consultant to come in and teach a class for her. It allowed her to sit back and really think about why the consultant did what she did, and pay attention to how the students responded. The board has also provided her with computer programs and other instructional materials. She really felt that the Board was there to support teachers.

The FEUT faculty who work at Hearne haven't provided much in the way of professional development for Hearne staff. One university faculty member has worked with two teachers and he advises FEUT students. There is an effort to integrate the Faculty program more into the school culture at Samuel Hearne through a new initiative called the "Developmental Unit," where groups of student teachers work with schools on a school improvement project. The teacher candidates who actually do their student teaching at Hearne feel very much a part of the school. However, other student teachers feel as though they are attending a satellite campus that just happens to be located in a middle school.

Winston Churchill Collegiate was one of the sites for the Learning Consortium's Secondary Option. It is a large, diverse, urban high school with a fairly traditional departmental structure. This year it was the "home school" for a cohort of four student teachers for the entire year. Outside of the preservice option, the school has had only limited involvement in Consortium activities.

The principal mentioned that the Board supports site-based management, and that there was site-based management within the school. A committee (CMT) developed their strategic plan, and the committee has the power to determine curriculum evaluation. There has been some professional development on outcome based education (new Ministry initiative) for department heads and some teachers by invitation where possible. She noted that department heads want more control and a greater role in developing policy, which she welcomed. However, the management of the school still appeared to be quite hierarchical along seniority lines. Student teachers noted that while some department heads shared in decision making, few other teachers seemed to have a voice in the process.

The teachers that we spoke to tend to work in isolation. They were generally frustrated with Ministry initiatives, felt a lack of power other than in their

classrooms, and had no articulated vision of school change. The principal also said she was not sure of the movement of change. She felt that coordination between the board and the school was "disjointed." She noted that teachers were very frustrated -- "for the first time teachers are feeling unsuccessful. The Ministry's approach to change is 'fragmented'. There have been three different Ministers of Education in four years and the frequent changes in policy have been frustrating." She cited a lack of resources, especially for professional development, and also a lack of student preparation for high school as sources of their frustration.

One of the student teachers felt that the motivation of the students seemed lower at Churchill than at other schools where he had done his practicum placements. He thought that was in large part due to the attitudes of the teachers. They generally had pretty low expectations of students and didn't push them. He observed only a limited number of teachers, but he felt that most were pretty set in their ways.

While cooperative learning is a Ministry initiative and a strong focus of the FEUT preservice program, the student teachers reported that they didn't see much cooperative learning in use in the school. On the other hand, teachers at Churchill noted that they didn't see the student teachers attempting to use cooperative learning strategies either. Basically there did not seem to be a culture of change in this school. Student teachers' observations of the faculty at Churchill were consistent with the principal's assessment of the faculty's frustrations with mandates for change. "They moan and groan when they hear about anything new. They don't see change as anything positive."

The school's experience with the Secondary Learning Consortium Option this year was not a positive one. The Churchill faculty identified the main problem as being a lack of communication about their role, especially in terms of evaluating the

students. All of the communication regarding the preservice program went through the principal. The associate teachers (cooperating teachers) never saw anyone from FEUT until the last week of the program. There was no direct communication between any of the associates and the FEUT program coordinator, even though significant problems had developed with two of the student teachers at Churchill. Associate teachers were also disgruntled about the low remuneration they received for supervising student teachers. Two of the four teachers said they wouldn't take another student teacher in the future.

The student teachers reported that the strength of the LC Secondary Option was the sense of cohort that had developed among them. The 23 students in the secondary option provided strong support for each other, and the four student teachers at Winston Churchill became a particularly tight knit group. As they didn't share common subject specialization, the teacher candidates' discussions revolved around shared experiences and concerns such as classroom management and lesson plans. One of the Churchill cohort felt this was particularly important because the student-teachers did not feel part of the school. The faculty at Winston Churchill didn't talk to the student teachers outside of their home department.

The combination of factors present at Winston Churchill are not uncommon given the inherent contradictions in educational change. The high school views the changes required by the ministry to be a series of externally imposed regulations, disconnected from each other and in direct contradiction to the traditional practices of the school. Mandates are insufficent to bring about change (Fullan, 1993). The development of the skills and attitudes necessary to implement new practices requires training and practice, in addition to the commitment and motivation to change. Years of temporary changes have resulted in frustration and skepticism that the mandated changes will address the real issues teachers face in their classrooms.

FEUT's Preservice Teacher Education Program

The core of the Faculty of Education at the University of Toronto has always been teacher education. They train 1,100 preservice teachers each year, and provide continuing education courses (AQ or Additional Qualifications courses) to about 5,000 experienced teachers. Until recently the Faculty was staffed largely by "non-promotables," people who did not have doctorates and who did not do research. With new leadership many changes have been initiated. The dean advocated working more closely with schools, consequently several different options — innovative pilot teacher education programs — were developed. They currently have seven different options at the elementary level alone, with a number of people teaching in more than one option. These options were in part a return to some experimental programs that had been tried in the late 70s when there were a number of field-based teacher education programs. A number of people who were involved in those early programs are still around and they were interested in working more closely with schools.

One of the pilot programs that has developed in the elementary department in the last five years is what is known as the "Learning Consortium Option." It came about when one of the "staff developers" in the LC made a proposal to the Consortium to become more involved in the preservice component. It was efficient for her to develop this program in conjunction with boards where she had already established a relationship through the summer institutes and training of trainers initiatives. This was an example of the dean's "Ready, Fire, Aim" approach. It began in the 1989-90 school year with a small cohort of 30 junior/ intermediate preservice students. It was later expanded to 60 students, adding 30 primary/junior students.

One of the goals of the elementary Learning Consortium Option is to socialize students into a culture of collaboration. Cooperative learning is the dominant mode of instruction used in the program. The techniques are modeled and reinforced with

extensive opportunities to practice both in classes at the university and in their student teaching placements. The program requirements structure activities to reinforce the norms of collaboration. For example, teacher candidates are required to maintain a portfolio throughout the year. While students are free to choose of entries in their portfolios, there are some specific requirements to guide their development. Student portfolios must cover three general areas: the pragmatic, theoretical, and experiential. In addition, students are required to share their reflective writing with others: colleagues, associate teachers, or University instructors, and to get feedback in writing from others on their ideas. This has proved an effective vehicle for stimulating dialogue and identifying common areas of interest among colleagues. This is an example of the need for pressure and support in early implementation of change initiatives that Fullan & Miles (1992) refer to. Student teachers did not feel coerced, as they found the practices to be beneficial.

Collaboration in the preservice component is also evident in the joint planning sessions between faculty members and the staff of the Learning Consortium schools concerning the practicum, course requirements, classwork, and in-service sessions. Collaboration also occurs among the student teachers in their university classrooms as they work together in base support groups. The base support groups (BSGs) which are composed of different people from their cohort groups for their practicum experience in schools, and serve as support groups during the formal classes at the university.

In the beginning of the program there is a lot of emphasis on team building and community building among the LC cohort. The first few weeks are spent creating a safe environment where it is comfortable to take risks, and to ask for help. They spend a lot of time on "getting to know you activities." According to one of the student teachers, "It was a well-thought out sequence that gradually increased the level of

disclosure that was involved. The culminating activity was producing a book about "ME". Then we had a day where we walked around and experienced each other's books. We learned about everyone's talents. As a result we have really developed a network that we all rely on. I've been used and I've used other people."

Students were unanimously positive about the program coordinator, and described her class as "incredible." It is taught completely through cooperative learning processes. "The course is full of practical curriculum ideas. Her textbook is wonderful — and I can't say that about many of our texts. Her class is 100% applicable."

In 1990 the Learning Consortium sponsored a pilot induction program to support beginning teachers who were graduates from the Learning Consortium Option. One of the features of the pilot was an electronic network that connected the beginning teachers with each other and with a few of the option's faculty to maintain a support network during their first year of full-time teaching. The pilot continued for a second year and third year, but was discontinued after that due to a lack of resources.

The Learning Consortium Option continued to evolve each year and also worked to strengthen ties between the university and partner schools. In 1993 they began associate teacher (cooperating teachers) training through three associate suppers during the year. The LC also initiated a joint preservice/inservice institute on cooperative learning, where preservice, associate, and other experienced teachers learned together and then collaborated on implementation during their year-long in-school experiences. The shared learning experience was found to foster collegial relationships between the teacher candidates and their associates. In a follow up survey of first-year teachers who graduated from the program the new teachers identified the preservice program as being the most influential factor in

shaping their beliefs about working and learning with others (Rolheiser & Hundey, 1993).

The Learning Consortium has facilitated the development of the preservice program in a number of ways, most importantly through the network of people to draw on, the product of sustained relationships. The option coordinator felt support from the LC through the ongoing professional development that they sponsored, and the different initiatives they were developing which were fuel for the Faculty of Education program. The LC has provided resources, both in terms of financial support and expertise. Many of the people who became key resource people for the preservice program were involved in the initial Trainer of Trainers series (10 sessions) that the LC ran in 1989. In addition, a grant of $400 per year was given to each participating school to support in-school projects.

The Learning Consortium's Option is grounded almost exclusively on cooperative learning. The program coordinator explained her rationale that within a one year program, she can either teach many models of teaching superficially, or she can teach one well. That is what she has chosen to do. FEUT students indicated that they now feel quite comfortable using cooperative learning strategies.

Elementary preservice students found their coursework at the LC option was always relevant to their experiences in schools, but felt that the Faculty was not always in tune with the schools. For example, they had not bee introduced to some approaches to instruction that were prevalent in classrooms where they worked. Other than in the few schools where strong relationships had been built, there was generally very little communication regarding the Faculty's expectations for the student teacher's development. The selection of associate teachers was not always expedient and in some cases student teachers felt their learning had been co-opted by their associates, who played a major role in evaluation.

Modeled after the elementary LC Option, a new Secondary Option was started in the 1992-93 school year. It was set up as a three year pilot in four high schools, one in each of the consortium boards. The Secondary Option has more structural limitations than the elementary program, given the subject specialization in secondary schools and the small number of students in the pilot program (23). These limitations strained the cohort concept with too few students placed at any one school, and only a few of the university classes were exclusive to the option; students took their content methods courses with students in the "regular" program. In addition, there was no "dedicated team" of faculty assigned to this program.

There are a number of issues that made the Secondary Option a less satisfying learning experience for student teachers. There was a shortage of exemplary teachers willing to take student teachers, so there has been no careful selection of schools or associate teachers. Some students have questioned why they were placed in the schools where they were — as many are not healthy schools, and many of the associate teachers were not particularly effective teachers. In the past, the LC board representatives chose the schools, but there was little investment in building relationships with these schools. In many cases the associates teachers had no personal contact with anyone from the university. The schools felt no ownership in the program, and in fact, felt exploited due to the "insulting" low pay, lack of communication, and the lack of continuity in the students involvement in the school. Students in the secondary option also found the coursework to have little relevance to their practical experience, and to lack substance. One student noted that of his $3,000 expenditure, he felt he got about a 40% return on his money.

All of the students noted that the strength of the program was the support network provided by their cohort, both in the class of 23, and among the small number who were placed together in a school. However, student teachers did not feel

treated as colleagues or respected for their knowledge and skills, either by their university instructors or by their associate teachers. One teacher candidate was amazed that so much support was needed at "teacher's college," but found it was essential given all the issues they had to confront.

One of the major impediments in the secondary program has been the lack of staff to support this project. Coordinators in all options are only given one hour per week for program coordination and, as a result, the secondary coordinator has relied on the students to relay information to their cooperating teachers. In addition, the heavy work load and multiple program responsibilities assumed by the coordinator, as well as the geographical distance between schools, prohibited face-to-face contact with all the participating schools. The coordinator recognized a need to think more deeply about the general dual mission of the program: to get to know the wider school culture, and to develop content specialization, which requires a fuller range of teaching experiences. Both LC option coordinators felt it was critical to establish a coordinator role in the school to be a liaison with FEUT, to facilitate communication and jointly explore option issues as they arise.

The FEUT administration acknowledges that a significant challenge to the Faculty is sufficient staff with both the leadership skills to work effectively with schools, who also have the subject matter and pedagogical expertise to provide quality preservice education. In most of these options there is a heavy reliance on school-based adjunct faculty. One option has only 10% tenure track faculty participating. While FEUT recognizes the value of school-based faculty there is a push to increase the percentage of tenure-track faculty participating so as to maintain program coherence and leadership. Otherwise there is a high turnover rate — school-based faculty are only temporarily seconded, (usually for a two year period) so there is a lack of long-term leadership, commitment, and program consistency.

FEUT is now engaged in the design of a new two-year program (to be piloted in Fall, 1995, and to be fully implemented Fall, 1997). There have been few systematic evaluation of the various options or pilots that have been offered thus far. Each of the coordinators has been required to submit reports, but with few exceptions these have been self-assessments .

The Faculty of Education Culture

Part of the mission of the Learning Consortium is the transformation of the Faculty of Education (as well as that of schools and boards) to environments of continuous learning. Faculty renewal began with the introduction of new leadership in 1988, but change has been slow within FEUT. Right from the beginning the direction of the Consortium has been driven by the boards. The dean attended the planning meetings for the first year. At that time, there was a sense that the dean was the partner more than FEUT. Early on when the Consortium got Faculty members to attend events in the Learning Consortium, some faculty were disappointed, even angry — they didn't see anything in it for them. A small portion of FEUT faculty have been active, satisfied participants in LC sponsored initiatives.

Within the Faculty itself, perceptions of the impact of the LC vary substantially; to some the impact has been minimal. Among the administrators the perception was that there has been a gradual change in culture. One of the spin offs from the Consortium efforts has been to establish partnerships with other boards. Developing partnerships is one of the central things that the Faculty has done, locating other preservice options in other boards. This has reinforced an expectation of change and the value of fieldwork. To what extent the high profile of the LC may have influenced the development of other partnerships is difficult to determine because of the overlap in the dean's role as an advocate for partnerships within both the faculty and within the Consortium. FEUT is an extremely large teacher education

program, with about 1000 students, and including part time and seconded staff, nearly 100 faculty, so the LC is only one small facet of the larger program.

The dean's influence is also seen in the expectation of ongoing professional development for FEUT faculty; although not a formal requirement, it is an explicit normative expectation. Among the FEUT faculty the perception of these changes varies depending on one's position and personal experience with the changes. Some of the "older" faculty find the changes threatening, and wonder if there will still be a role for them. One described the new research expectations as "brutal." Even among some faculty excited about new learning opportunities, there is a feeling of isolation, since there has been little perception of a collaborative culture within the Faculty.

For others, whose professional activities are completely embedded in experimentation and in creating innovative programs, the changes appear more pervasive. The UNITE program (Urban Network for the Improvement of Teacher Education — a partnership of nine universities in North America engaged in the exploration and development of urban teacher education programs) has been a factor, because it provided resources for University Staff Development. It has supported a Faculty Development Committee which has organized learning opportunities, particularly with a focus on teaching. They have started by looking to the expertise of their own faculty. For example, a small group of faculty are participating in a portfolio study group. They spent a year reading the research and discussing ideas. Then everyone in the group (4 or 5 faculty) made a commitment to try to implement them in someway in their courses the following year. One participant found that the group was a critical support group for her, giving her the courage to venture into this area. It has also helped her to experiment with a lot of different ideas over the last two years. That study group is now writing a book

together. The use of student portfolios has also helped one professor connect with her colleagues as she sees in students' portfolios what other instructors are teaching. She felt that this has made teaching at the Faculty more public, and therefore more accountable.

Another activity arranged by the Faculty Development Committee was a session at the Faculty called, "So what have you been doing this year?" It was an opportunity to share ideas, get feedback, and make a public commitment to learning new skills. Many concurrent sessions were offered providing opportunities for informal discussions. They shared materials and discussed issues and challenges. These are new experiences at the Faculty, which some saw as an indication that they are beginning to do business differently.

Changes within the Faculty have made workload a burning issue. Field work is time-consuming and labor intensive. There is a need to coordinate projects, research, and work in the field, as well as acknowledge the importance of development work. The traditional reward structure of the university places a greater emphasis on research than on service and program development. This dilemma has stimulated discussions about new definitions of "scholarship," and a "workload" subcommittee has been established to address these issue, but, as of yet, there is no policy. Among the new faculty who are coming up for tenure in the near future, the bottom line still seems focused on traditional academic standards (i.e., publications in refereed journals.) New professors have a reduced teaching load for their first two years and a mentor to guide them through the tenure process, however, there is no guidance in developing an integrated fieldwork and research program. Three new faculty have already come and gone largely over this issue.

The issue of workload speaks directly to FEUT's goal of making partnership a way of life. There are still significant differences between the values and priorities

of the schools and the university. Within the Consortium boards, relationships have strengthened over time, but not without a significant sustained effort. They have now the experience of five or six years of working together. Each of the partners has found ways to use the Consortium for their own development. A board representative observed that "the partners in the LC are four very large Boards with their own culture and structure. The Learning Consortium has been adaptable rather than prescriptive and that has allowed it to survive." The development of successful partnerships between FEUT and schools will require similar sustained investments of time to address differences in cultures, and to develop symbiotic relationships.

The different perspectives on educational research demonstrate both the synergy that has developed and the tensions that still exist between schools and the university. There is a strong push to develop the research capacity of the Faculty. Similarly it is a mandate of the Consortium to evaluate their efforts and contribute to the knowledge base on teacher development. The school boards have become much more aware of research, they have become more exposed to the international research community through conferences, and they have become critical consumers of research. This development has not, however, been as equal partners. Board researchers have been disappointed in the lack of exposure to and involvement of university researchers in the partnership. Particularly at OISE, the university community is focused on publishing in scholarly journals and disseminating their work, while at FEUT where there is less of a research tradition, the faculty had less to offer in the research are, although this gradually changing. The schools, on the other hand, are more interested in the application to their own situation, and how to improve their practice.

The difference in values is also evident in the structure of preservice programs. Implementation expertise exists and is growing within the boards and the

school-based educators feel it must be respected as comparable to the theoretical expertise of the university faculty. In addition they feel there needs to be more concern for learning opportunities for associate teachers if this is to be a mutually beneficial collaboration. The partnership must contribute to the school as well as to teacher candidates — teachers must be invigorated by their involvement and given learning opportunities. It is starting to happen in some of the Learning Consortium partner schools, but not consistently. It is less common outside the Consortium program.

Within the Scarborough Teacher Education Center there is little collaboration or even agreement about what good teaching is, or what skills teachers need. The relationship was described as an "ivory tower hierarchy," where the university faculty make a distinction between teacher "education" and teacher "training." University faculty stress the theoretical foundations of education, while school-based teacher educators stress how and what to teach. These differences are captured in a school-based teacher educator's question, "When you look at the contrast between "education" and "training" what is more important? Learning cooperative learning skills or Piagetian tasks?"

Similarly in the design of the new two-year preservice model, the formal FEUT position is that it has been a collaborative process. However, time constraints have prevented broad-based participation. Within the Faculty, two years of faculty meetings and committee work have dealt with the design, and there have been some open discussions about issues, but then it stopped when administrative decisions needed to be made. Some faculty felt that the discussions were not carried through to conflict resolution, and as a result there is not a sense of ownership on these decisions among the faculty. It should be noted that at this point the pilot for the two-year program is a "work-in-progress." University faculty and educators in the

partner schools continue to work together to shape and define the program as they go.

From the perspective of school-based educators there has been relatively little involvement of the schools in the design process. The new design for teacher education has been discussed with the boards, at the upper levels between administrators from OISE and FEUT and directors and a select few board representatives. For the most part, boards were informed after decisions were already made. The boards have expressed concern about quality control: of student-teachers, of associate teachers, and of teachers at FEUT. From the perspective of the boards, there are a few exceptional teachers at the Faculty of Education, but very few of the FEUT faculty have credibility with the boards. Similarly, there are questions about associate teachers: How are they chosen? How qualified are they? Currently it is predominantly anyone who volunteers. There is little selectivity and no supervision. This issue is also a concern to preservice students who recognized the profound impact that supervising teachers had on their learning experiences.

The new model planned for preservice education does attempt to tie together teacher development and school development. FEUT is working on strategies to try to facilitate both of those by using graduate students to assist in the schools, and by integrating professors who do research to develop new knowledge — strategies made possible by the merger with OISE. The elementary Learning Consortium Option demonstrated both that this can work, and that it requires significant investments on the part of university faculty to make the partnership work. The need to find or develop faculty with the capabilities necessary to implement the new model on a large scale will remain a continual challenge for the university.

Causal Analysis

In an attempt to find an economical way of summarizing the development of

this complex reform initiative a "causal network" (Miles & Huberman, 1994) was constructed. One purpose for constructing a causal network is to raise the level of abstraction beyond specific events and individuals, to an inferential level that can be used to generate more general explanations across cases. The causal network tries to put on one page the main factors, and the effects that have been influential within each site. For each case a list of variables was generated that seemed to be important in the development of the partnership. For the cross-case comparisons, the lists from each of the three cases were compared and common variables were identified that were empirically meaningful in all cases, allowing for some case-specific variables that were particularly important in a given site. A core set of 25 variables was produced. The model of school-university partnership that was derived from generalizing across the three sites is displayed in Figure A. The 25 variables are grouped into ten thematic categories. The variables were then arrayed temporally as in a path model. The general model describes the key ingredients that seemed to be critical to the partnerships formation, it's development, and the outcomes of the collaborative arrangement.

The construction of the causal network was a useful analytic tool for sorting out the major factors and assessing their impact in the overall reform effort. However, many readers find the complex chart difficult to decipher. For the interested reader the complete causal network for Toronto and the accompanying narrative explanation can be found in Appendix II-A. A simplified explanation is provided here to outline the logic of the analysis.

The antecedent variables that were most significant to the formation of the Learning Consortium are listed in Table 1. As displayed, the primary players prior to the partnership formation were the university and board leadership. A study documenting the inadequacy of teacher education programs in Ontario created

Figure A. General Model for School-University Partnership

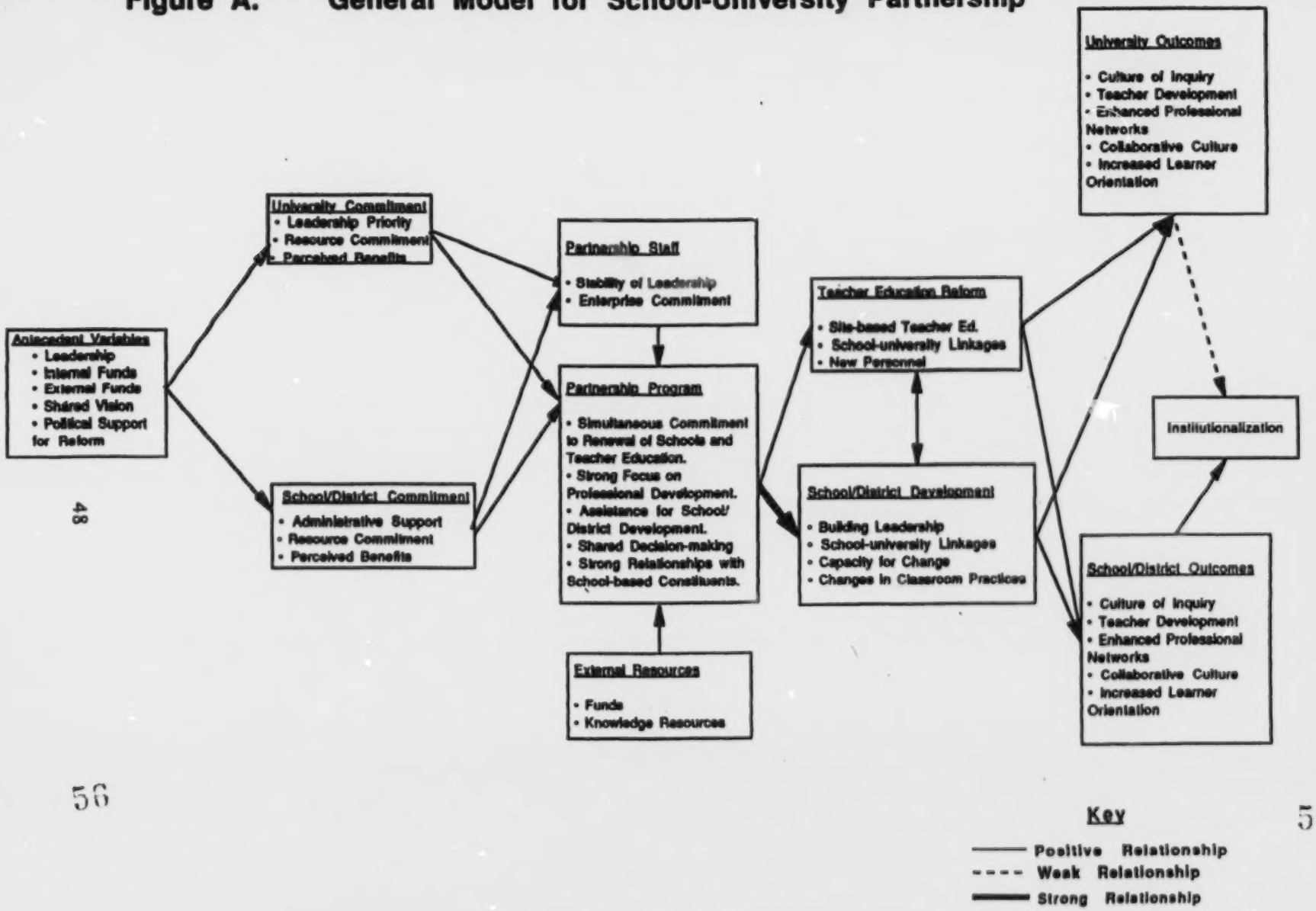


Table 2.1. Antecedents to Partnership Formation in Toronto

Antecedent Variables

School/ School Board	Political Support	University Leadership	Board Leadership	Shared Vision	Internal Funds	External Funds	Board Renewal
Durham Board	+	+	+	+	+	+	+
Roland Michener							
Pine Ridge HS							
Scarborough[1]							
Samuel Hearne							
Winston Churchill HS							

[1]Scarborough joined the Consortium after its formation.

Antecedent Variables

	Political Support	University Leadership	Board Leadership	Shared Vision	Internal Funds	External Funds	Board Renewal
University	+	+	+	+	+	+	+

KEY

\+ Contributing Factor

political support for reform within the province and within the University of Toronto. The appointment of a new dean at the Faculty of Education stimulated the leadership of three school boards to entertain the possibility of a partnership. Their shared visions of the possibilities were supported by the provision of temporary external funds for start-up. More important, however, was the commitment of internal funds from each organization to make the partnership a reality.

Over the course of its seven year history, the success of the partnership and the associated developments within the university, school boards, and individual schools were due to a number of factors, most notably stable leadership within each of the institutions, the volume and variety of sustained professional development opportunities, and the corresponding renewal occurring within the boards to support professional learning. Table 2.2 lists the major variables that have contributed to education reform, first within the school boards and schools, and then within the university teacher education program.

The partners joined together around a commitment to a shared vision focusing on teachers as life-long learners by linking preservice, induction, inservice, and leadership development to school development, with the expectation that improvements in these areas will lead to improvements in student learning. The strategy chosen to achieve this goal has been an extensive menu of professional development opportunities, primarily for experienced teachers. A focus on instructional strategies supplemented existing board renewal efforts to support individual school development Learning Consortium programs helped build the capacity of the boards to provide assistance to individual teachers and schools, and contributed to substantial reorganization of the boards structure to support these efforts.

The leadership within the LC, the boards, and FEUT worked together to develop

Table 2.2 Contributing Factors to Partnership Development and Education Reform in Toronto.

Intervening Variables

School Board /School	Shared Vision	Partnership Involvement	Professional Development	Preservice Pilot Program	External Funds	Board /Building Leadership	Partnership Leadership	FEUT Leadership	Teacher Leadership Opportunities	School Development	Board Renewal	External Network
Durham Board	+	+	+	+		+	+	+	+		+	+
Roland Michener	+	+	+	+		+	+	+	+	+	+	
Pine Ridge HS	+	+	+			+	+	+	+	+	+	
Scarborough Board	+	+	+	+		+	+	+	+		+	?
Samuel Hearne	+	+	+	+		+	+	+	+	+	+	
Winston Churchill HS		-	-	+								

Intervening Variables

Higher Education	Shared Vision	Partnership Involvement	Professional Development	Preservice Pilot Program	External Funds	Board /Building Leadership	Partnership Leadership	FEUT Leadership	School Development	Board Renewal	External Network
Faculty of Education		+	+	+	+	+	+	+	+	+	+
OISE		-									

KEY
+ Contributing Factor
? Unknown
- Minimal

trust, enabling a situation of "mutual exploitation," where each member organization could use the partnership to further their own organization's goals. The cumulative expertise enhanced each member's knowledge base. The range of Consortium sponsored professional learning opportunities has expanded from the first few years when the major summer institutes and associated follow-up activities were the primary activities. The repertoire now includes workshops on a range of issues (transition years, leadership training, induction), some collaborative research and professional development projects, as well as support for a pilot preservice program and joint preservice/inservice training. The impact of these professional development offerings is most evident in schools, such as Roland Michener, where there has been the greatest overlap and intensity and consistency of learning opportunities — through LC programs, board assistance with leadership training and instructional strategies, a partnership with the LC preservice option providing both teacher leadership opportunities as mentors, and the joint preservice/inservice training. A noticeable absence in Table 2.2 is that this extensive menu of professional development has been developed without the benefit of external funds. In fact, some of the LC institutes and conferences have been so successful that they have become revenue producing events.

Durham board has developed the capacity to expand their professional development program even during a time of economic cuts by developing a cottage industry of providing training outside their board. The board's expertise in cooperative learning and classroom management have helped them establish a broader professional network.

FEUT leadership shares a vision of teacher development with the Learning Consortium and member boards. This vision is evident in the plans for the new two-year model of preservice education. Although the FEUT faculty approved the plan for

the two-year model, there remains substantial variation in the beliefs about what that program will or should look like. With the merger of two very different cultures that exist in OISE and FEUT, developing a shared vision for teacher education will take some time to come.

The connection with an external network, UNITE, has expanded FEUT's interactions with other urban universities, as well as provided one of the few instances of external funds to support faculty development. Some informal study groups have developed and a faculty development committee is organizing additional learning opportunities within the faculty of education. Although FEUT faculty are invited to all Consortium events, participation is not widespread. A core group of faculty who have been active have made major contributions to board and school development through inservice training and the preservice pilot program. The leadership within the schools and the boards has also enhanced the university's preservice program by providing more exemplary schools in which future teachers can develop their skills. OISE has had only minimal involvement in the Learning Consortium, with a few faculty participating in collaborative research and speaking at LC events.

The alignment of renewal efforts across organizations has contributed to enhanced professionalism of educators in the Toronto area. Table 3 displays the influence of these efforts on five indicators of educator professionalism: developing a culture of inquiry, ongoing teacher development, a collaborative culture, expanding professional networks, and a strong client orientation toward the multiple clients within education — to the children, to colleagues, to prospective teachers, to the community, and to the teaching profession as a whole. The most obvious observation is that all of these factors have the potential to contribute to increased professionalism. The power of the many learning opportunities is increased when

Table 2-3. Contributions to Educator Professionalism in Toronto

Dimensions of Profession-alism	Intensity of Professional Development Opportunities	Assistance	Preservice Pilot	New Person-nel	Teacher Leadership Opportunities	Building Renewal Efforts	Board Renewal Efforts	External Contacts
Culture of Inquiry	+/-	?	+/-	+	+	+	+	+
Teacher Development	+/-	+	+	+	+	+	+	+
Collaborative Culture	+	+	+/-	+	?	+	+	+
Expanding Professional Networks	+	?		?	+	?	+	+
Client Orientation	?	+	+	+	+/-	+	+	+

KEY
+ Contributing Factor
+/- Contributing Factor in some cases/ Not consistent
? Unknown

they are numerous and have a coherent focus. (e.g. cooperative learning in Durham), they reinforce one another (e.g., LC preservice program, cooperative learning in LC and board), and there are regular "conceptual inputs" (Huberman, 1995) from external contacts.

Table 2.4 summarizes both the transitory and durable changes that have been produced in more than seven years of reform in Toronto. The most rapid change and structural alignments to support those changes have occurred within the boards and individual schools. While significant changes have developed within FEUT, it has lagged behind school-based developments, and most changes have yet to become established practices.

The development of this complex reform initiative just described in three interconnected, yet independent streams, can be understood by a closer examination of the alignment of each institution along eight critical dimensions. These factors, Vision of Learning, Leadership, Professional Development Strategy, Opportunities to Learn, Commitment to Research & Inquiry, Communications, Organizational Arrangements are summarized in Table 2.5. A ninth factor emerged during the course of the study and has been added to this discussion, that is the important of Personal & Professional Relationships in making partnerships work.

Vision of Learning

A consistent theme across each of the organizations that make up the Learning Consortium is a focus on improving the quality of learning, for everyone within the organization, but particularly to support learning in schools. The Learning Consortium's vision of learning is the transformation of schools, boards and faculties of education to places of continuous learning through interactive professionalism. The focus is on teacher development as life-long learners by

Table 2.4 TORONTO

	Transitory Changes		Durable Changes	
	In Individuals	In Organization	In Individuals	In Organization
Within Partnership		•Topics/ Areas for professional development •Membership (long term temporary) •External Start up Funds	•Trust •Expanded professional networks •Awareness and Appreciation for research •High profile leader less visible	•Commitment to partnership - share resources •Paid Director •Focus on Teacher Development. Flexible -- adaptive to changing needs Trust-- strengthened professional networks. Appreciation for Research.
Within Schools /Districts			•Change in teaching practices/ use of cooperative learning. •Understanding of the change process.	•District realigned to support local development •Model of professional development •Appreciation for research(Durham) •Commitment to research and evaluation (Scarborough)
Within Teacher Education		•Relationship with partner schools. •Experimental Options •Induction Support Network -(discontinued) •Volunteer Site-based Coordinator.	•Use of portfolios in teacher education.	•Cohort Model. •Commitment to partnership with schools. •Two year program.
Within University		•UNITE- temporary funding for Faculty professional development activities.		•Teaching load reduction for new hires •Field-based research agenda. •Developing partnerships •Change in culture, more collaborative, •Growing emphasis on research.

BEST COPY AVAILABLE

Table 2.5 Toronto

	Partnership Organization	Within University Faculty	Elementary LC Preservice Program	Durham Board #1	Roland Michener School Elementary	Pine Ridge School High School	Scarborough board #2	Samuel Hearne School Elementary	Winston Churchill High School	Alignment
Vision of Learning	•Transform schools, boards, and Faculty of Ed to places of continuous learning. •Interactive Professionalism	•Strengthen field-based research and practice to make partnership a way of life. •Credibility with schools	•To create strong professional communities based on collaboration & reflection	•Strength of the classroom is the source of strength of the board. •Cooperative Learning	•Focused on student learning. •Committed to lifelong learner	•Student-empowerment "Students First" but still mostly teacher directed •High tech/ integrated tech.	•To educate All children - •support by turning org. chart upside down	•Draw motivation from kids. •Giving students freedom and choice with responsibility	•Not clear. •Highly tracked	•Most focused on improving quality of learning in schools •variations in development across boards
Leadership	•Respected, •organized, •task oriented, •accessible	•High profile, •respected, •clear vision	•Highly respected by students and schools - •clear vision	•Highly respected, •committed, •accessible to schools. •Energetic Staff Development Director	•Well-liked, •shared decision making •visionary •trusts staff to handle responsibility	•Innovator, •shared decision maker, •empowers staff and students	•Respected, •articulate, •in touch with classrooms	•Innovator, •well-liked, •visionary, •trusts staff to handle responsibility	•Able manager, •no clear vision articulated. •Traditional hierarchical school	•Strong leadership at most every level. •Accessible to constituents. •Development of critical mass of expertise across organizations
Professional Development Strategy	•Inservice •Institutes, •workshops, collaborative •research •support for preservice program	•Infusion of new blood, •study groups, •normative expectations, •mentoring	•Promotes collegiality, reflection, •peer learning	•Dual focus: site-based management, instructional excellence. •Cooperative learning institutes and workshops for school teams. •Perseverance	•Building based - learn from in-house expertise. •Student teachers interaction with FSUT staff •strong board support •school growth plan	•School teams, •pilot projects, •focused on tech. use	•Both central and building designed. •Focused on supporting vision of Board	•Many school based initiatives, •leadership opportunities. •Teachers encouraged to stretch	•Department heads and committees develop strategic plan. •Inservice on Outcomes	•Extensive opportunities - trickle down from LC to Boards to schools •Inconsistent implementation across boards
Opportunities to Learn	•Low cost summer institutes. •Networking across boards •Collaborative research •Many professional development opps. - workshops, conferences, etc.	•Developing - •Job talks, •seminars, faculty developed learning opps. (e.g. Study groups) •LC institutes, •reduced teaching load first 2 years	•Many — •extended experience in schools, •joint institutes. •too much in too short time.	•Many institutes, •workshops, •release time. •Building support for site based initiatives	•Integrates with LC Option, •strong board support - site-based initiatives	•Many-Building-based - focus on use of tech.	Much available. Resources, coaching - institutes, workshops	Many - District sponsored. •Many school-based initiatives	•Unknown? •Unenthusiastic staff	•Varied, •plentiful and tailored to needs. •University beginning to change culture, but lags behind boards and schools

BEST COPY AVAILABLE

	Partnership Organization	Within University Faculty	Elementary LC Preservice Program	Durham Board #1	Roland Michener School Elementary	Pine Ridge School High School	Scarborough board #2	Samuel Hearne School Elementary	Winston Churchill High School	Alignment
Research and Inquiry Base	•Developing; adopt research supported initiatives. •Disseminate, •share resources, •evaluate their work	•Weak - few senior faculty do research. •New faculty required. •Developing- several studies of preservice.	•Fairly strong. •Structured through Portfolio process, but no real research done by students.	•Adopt research supported initiatives. •Respectful of research, but novice in this area	•Reads research, informed	•Reads research; informed	•Strong research department, •a leader in Consortium	•Reads research; informed.	•Apathetic	•Aware of research- informed consumers. •Little generation of new knowledge. •Weak secondary preservice content
Communications	•Good through hierarchy of boards and faculty. •Had newsletter. Discontinued. •Less effective at level of individual schools	•Create normative expectations of: collaboration, inquiry, partnership with schools	•Strong face-to-face with students, associates. •Faculty team not consistent across schools	•Getting buildings wired to connect electronically. •Strong connection from Board to schools	•Staff lunches, •team meetings, sharing, •loss of parent involvement	•Strong with staff and students. •Electronic network	•SCRIBE - computer network (only board) - •staff development calender, public awareness	•Strong, •computer network, •open school, •site-based	•Hierarchical, •limited	•Communication channels flow through hierarchy, linkages weaken further from the source. •Little board input into preservice teacher education.
Organizational Arrangements	•Financial commitment, collaborative •decision making, •mutual exploitation, •shared resources, •extensive professional network	•Looking at reward structure. •Partnerships. •3 dept. - pending merger with OISE •large administrative staff, support - •workload is a problem	•Strong peer networks - •cohort model	•District guideline with room for individual autonomy. •Reverse hierarchy - school tells board what they need	•Cooperative structure, •shared decision making	•Shared decision making •curriculum integration	•School-growth planning - board support. •Reverse the hierarchy - Board supports school development	•Open School, •Inclusive, •Integration of technology. •Strong sense of community. Shared decision making	•Dept. structure, •Hierarchical	•Varied at this point: In some cases aligned to support growth and learning through collaboration.
Relationships	•Healthy competition, •respect, •strong source of information •contacts	•Invested in relationships with Board hierarchy	•Varies by school and length of involvement •strong cohort relationships •strong between faculty and students	•Strong support of local schools responsive to local needs	•Strong - collaborative staff. •Very warm atmosphere	•Strong, collaborative staff	•Inconsistent: Perceived by some to be responsive to school needs; others frustrated by broad scope.	•Strong, •collaborative, •supportive	•Not strong	•Strong within org. - except university - •strong between adjoining orgs. school/boards U/boards

linking preservice, induction, inservice, and leadership to school development.

Consistent with that vision, the vision within the Faculty of Education is to strengthen the capabilities of the faculty in field-based research and practice and to make partnership with schools a way of life (Faculty of Education, University of Toronto, 1995). With the hiring of the new dean, the focus of FEUT began to change. He is attempting to strengthen the depth of the teacher education curriculum by hiring faculty who are committed and skilled in field-based applied work. He continues to look for people with both research skills and substantial subject matter expertise, who are also highly collaborative. FEUT's goal is to have all preservice students and faculty teamed and linked to partner schools. To do this they have to have faculty who have credibility with the schools. A number of experimental pilot programs have been developed within the Faculty since the arrival of the new dean, and they are currently in the process of redesigning the entire program to strengthen partnerships with schools.

This vision is more specifically spelled out in the elementary Learning Consortium Preservice Program where the vision has focused on the creation of strong professional communities based on collaboration and reflection.

The vision of the Durham Board is based on the belief that the strength of the classroom is the source of strength for the district. The focus on instructional strategies, particularly cooperative learning is toward improving student learning. Both of the schools, Roland Michener and Pine Ridge are focused on putting the needs of the students first, in the development of life-long learners.

In the Scarborough Board, once again the vision is focused on student learning, to educate every child by turning the organization chart upside down, with all resources directed at supporting learning. At Samuel Hearne the emphasis is on empowering students by giving them choices, and making them responsible for

their own learning. No clearly articulated vision was evident at Winston Churchill, although there was an emphasis on learning outcomes.

Leadership

Toronto has experienced remarkable leadership stability during the life of the Learning Consortium, and has benefitted from strong leadership at many levels, with the Faculty of Education, the Learning Consortium, within the boards, and in individual schools. Common characteristics found among almost all of the people in leadership positions are that they are well respected inside and outside of their organizations, they are accessible, that they have a clearly articulated vision, and are comfortable with, and visibly involved in change. They recognize "readiness" in individuals and situations, and act by encouraging others to assume leadership roles through the development of a critical mass of expertise.

Two examples demonstrate the role of these characteristics in leadership, one at the individual level and one at the organizational level. The dean of the Faculty played a prominent role in the establishment of the Learning Consortium. In the first year of the partnership, he attended all of the Planning Committee meetings, took an active role in the first Summer Institute, generously shared his own writing and that of other scholars with the board representatives, and played a significant role in shaping the vision and direction of the partnership. As the partners in the Consortium developed a strong shared sense of direction, they assumed leadership in developing the Consortium agenda. While still an important presence in the partnership, the dean has been able to "fade" into the background as many from the boards have assumed leadership roles in the various Consortium initiatives.

Similarly, the Consortium itself has provided leadership in the development of professional development models for a range of teacher development efforts: cooperative learning, conflict management, induction, managing change, evaluation

and assessment, anti-racist education, and more. The collective expertise of Consortium partners worked together to develop the models. When substantial expertise had been built within the boards, the boards assumed leadership in further developing the initiatives. In this way Consortium-related developments have been interwoven with other developments in their system. The result has been a greater coherence of staff development programs and integration of staff development with broader system goals.

A good example of this devolution was one of the early initiatives of the Learning Consortium that was stimulated by the Halton Board, the development of an induction program to support first-year teachers. Halton had recently hired a large number of new teachers, so the induction program was particularly important to them. They developed an extensive program within the board to support first-year teachers. If participation is an indication of effectiveness, the program was quite successful. Whenever a school hired a new teacher, they would call the induction office well in advance to line up a mentor. The initial 20 mentors in the induction program in 1990 were teachers who had participated in the original summer institute and had assumed leadership positions in the board. One board administrator noted that "Teacher empowerment at the school level has been a real bonus of the induction program. There is power in the model. The induction program has had a huge impact on mentors. It increased their professionalism by engaging in learning and supporting others' learning." Other LC boards benefited from Halton's extensive development in the area of induction, and have adapted the initiative to their own needs.

Another Consortium initiative was A.C.E. (Assisting Change in Education) training. This focused on leadership skills for administrators and board specialists. The leadership training was picked up in both Halton and Durham to support

implementation of school growth plans. In this way leadership has developed at the school level, with both administrators and teachers assuming new roles in improving instructional practices at the classroom level.

The attention of the Consortium to local needs and priorities of its members has helped to create commitment to the partnership and encourage local initiative. Each of the boards bring to the partnership its own areas of expertise, and many leaders have emerged to spearhead initiatives. In addition, a strong nucleaus of leaders have developed within the boards (many of whom were part of the original cohort who participated in the LC's training of trainers program), to steward district programs. However, it is important to note that the association with high profile "famous people," who also are accessible and effective in working with constituents has been an important psychological association for the Learning Consortium.

Professional Development Strategy

Within the partnership organization the strategy of professional development has been fairly traditional inservice, but not of the one shot variety. The focus has been on linking teacher development with school improvement by increasing instructional effectiveness. The major vehicles have been workshops, conferences, and institutes that are designed to incorporate principles of effective professional development practices (Joyce & Showers, 1988). Follow up was provided both through on-going Consortium activities and by the infrastructure developed in each board to support local school improvement. For each Consortium partner, LC initiatives have developed differently, influenced by factors such as their particular organizational culture, previous history of staff development, and board priorities.

While the FEUT faculty are invited to all Consortium events, and Learning Consortium activities have been vital professional learning experiences for a small number of faculty, participation has not been widespread. Within the university the

professional development strategy has been slower to develop, but has been more collegial, utilizing an infusion of new faculty with different skills to create a situation of "positive contagion." "Job talks" from prospective candidates and discussion and study groups on new ideas have begun to change the culture of the faculty. Within the Learning Consortium preservice option, the program has also focused on learning from peers through collaboration. Joint learning opportunities for preservice and associate teachers have fostered collegial relationships among novice and experienced teachers, and have contributed to the socialization of future teachers into teaching as a collaborative enterprise.

Opportunities to Learn

Throughout the partnership the opportunities for learning are varied and plentiful, and are moving from a top-down centrally controlled model toward tailoring to individual school needs. While the Learning Consortium continues to be a catalyst by providing centrally organized, large-scale learning opportunities such as the International Conference on Evaluation (ICE), the districts have used these events to seed new initiatives within their own boards. For example, in North York, 100 people from the board attended the ICE conference and they all continued to attend building-based follow up sessions designed to facilitate implementation of performance-based assessment and portfolio assessment within the board's larger system-wide testing.

Increasingly the Consortium has recognized the professional development value of providing teachers with opportunities to talk to other teachers, to share personal experiences with change and new instructional practices. To promote this kind of interaction the Consortium has tried to highlight "best practices" at workshops and conferences in a less formal setting. The Consortium has also sponsored a Mini-Projects program to encourage collaborative projects across

organizations within the partnership. The criteria for awarding funding are that the project support teacher development and school improvement, and that they have to involve people from at least two Consortium partners.

An outgrowth of the Learning Consortium's successes and growing reputation have been opportunities for establishing linkages with other groups outside of their member organizations. They have co-sponsored with the Ontario Secondary School Teachers' Federation a "Stay in School Project." The Consortium sponsored "International Conference on Evaluation" brought exposure to researchers from all over the world. The UNITE project has brought the Consortium in contact with eight other university teacher education development efforts in the United States and Canada.

Additional connections with outside groups have developed within individual boards. Durham has developed a cottage industry providing training in cooperative learning and classroom management. They have developed a cooperative arrangements with educators in Vermont, Holland and elsewhere. For example, in Vermont Durham provided classroom management and cooperative learning training, and they learned about portfolio assessment from those in Vermont.

Research and Inquiry Base

There has always been a commitment on the part of the Consortium to evaluate all of its programs to determine their effectiveness, and to identify needed changes and improvements. There has also been a commitment to disseminate what has been learned through the partnership. A substantial amount has been shared through articles, presentations at conferences and workshops, and in-house reports (see for example, Erskine-Cullen & Manning, 1995; Erskine-Cullen, Rolheiser, & Bailey, 1993: Rolheiser & Hundey, 1992; Watson & Fullan, 1992; Zywine, 1991). Although research has not been an integral part of the work of the Consortium, this aspect is growing.

Increased awareness and expertise in the boards has facilitated this focus (e.g., Scarborough joining the LC with a strong research department, and Durham has recently established a research department). There has been fruitful cooperation in a few cases, but the affiliation with FEUT and OISE has not had a big impact on the boards. Although OISE has a strong tradition of research, it has not been an active participant in Consortium initiatives. A few OISE faculty have conducted some collaborative research in Consortium boards. One of OISE's contributions was an attempt to establish a field-focused doctorate to create stronger ties between educational research and practical work in schools and school systems. The program however, never really got off the ground. Similarly, while the research emphasis is growing within the Faculty of Education, particularly among the new faculty, there are still very few who do empirical research, and there has not been a strong connection between faculty and board research interests. The affiliation with the university has, however, increased board awareness, and their exposure to the literature. They are becoming critical consumers of the knowledge base, although very few are actually conducting inquiry-action research.

What the Learning Consortium has provided to the Faculty is access to schools. There has been some teaming with schools through joint research projects. They have introduced some inquiry/reflection into the preservice option, and with the two year program there will be more opportunity to focus on the development of inquiry skills. It is a beginning, and a significant step forward — having developed an appreciation of research where there was none before.

Communication

The Learning Consortium has used the hierarchical structures of the boards to communicate, but the linkages weaken the further they are from the source. For example, teachers in schools know little about either the Consortium or the

University's activities. Within FEUT the faculty receive notices of all Consortium events, but beyond a core of active participants there is little understanding of the scope of the partnership.

The strong network of professional relationships that has developed among the members of the Planning Committee has facilitated communication (people return phone calls!). They share information liberally and utilize each other's expertise.

Within individual organizations, communication is quite strong, but a challenge in the large boards. The distance between the organizations is also a factor. It can take two hours to drive from one end of the Consortium to the other — and that's when there is no traffic. Electronic linkages are developing, but are incomplete at this point.

Organizational Arrangements

As each of the boards matured in their own teacher development efforts, they began to think more comprehensively about system change. An important aspect of the Consortium is that each partner uses the consortium to develop their own organization. Each of the partners have used the partnership differently.

Halton had already engaged in a strategic planning process from 1986-88 prior to the Learning Consortium. Halton began with the Effective Schools movement examining the school growth process. Halton had focused more on a shared decision making process through leadership development. Before the Consortium, the Board had always had a focus on leadership and teacher development, and the Consortium idea came about at a critical time. In 1989 the board was looking for a strategy to focus the school growth plans. The LC's focus on cooperative learning emphasizing instructional strategies and classroom improvement was the piece that had been missing.

North York developed its strategic plan in 1991 to focus on student outcomes in math and literacy. Prior to their plan, in 1988, North York had been working on peer coaching and other professional develoment strategies, without a strong focus on the rationale for these programs. The LC initiative on cooperative learning gave them the focus on content — what they were attempting to coach. North York then used the LC work to support their board's focus by developing content specific cooperative learning training.

Similarly, with the appointment of a new director in 1989, Durham identified five strategic areas to focus the implementation of their system plan. As a result of an external review in 1992, a number of recommendations were made to reorganize the structure of the board to provide more direct support to teachers and students in schools. Based on the belief that students need to be actively involved in learning the board's strategic plan emphasized instruction and school based instructional leadership. Cooperative, small-group learning became the core of Durham's efforts to expand the repertoire of instructional strategies of teachers.

The Consortium itself is looking at its evolving role to respond to changing needs. Economic hard times have severely cut back the resources available for professional development in the boards. The Consortium recognizes the need to reconceptualize professional development that is cost effective.

Within FEUT, the emphasis on the development of partnerships and the expectations of faculty in terms of research and fieldwork have challenged the traditional reward structure of the university. Some progress has been made in looking at new definitions of "scholarship," but the system is still fairly traditional.

Although the field-focused doctorate OISE established in Educational Administration never really got off the ground, its objective was to create a cohort of students who cultivated a research perspective while remaining focused on their

practice in the boards. One faculty member thought the experiment may have helped to loosen some views of his colleagues in OISE about the structure of doctoral programs. OISE now has a part-time administrative Ed.D program for the first time, making it more accessible to school-based educators.

Each of these organizations is still evolving, but has made significant structural and cultural changes to support teacher learning through collaboration. While each organization has developed its own priorities, substantial alignment of these developments can be observed across the organizations tied together by their shared beliefs about teacher development.

Relationships

Throughout the history of the Consortium the prominent role of personal and professional relationships is evident. The existing relationships between the new dean and the directors of the boards stimulated and facilitated the formation of the partnership from the beginning. The relationships that have developed among the leaders in the boards has facilitated Consortium initiatives, as well as developments within individual boards. Relationships between the university and schools have contributed to more productive learning for both preservice and inservice teachers. The development of strong collegial relationships among the cohort of teacher candidates was critical for both emotional and intellectual support throughout the student teaching experience, and has established important professional networks for their future careers.

Perhaps the most profound evidence of the importance of these relationships are the consequences that result when they don't exist. When there has been no investment in fostering strong relationships with schools and associate teachers, the experiences of both student teachers and supervising teachers have been less productive and even quite stressful and detrimental.

Despite the strong leadership role of the dean, the relationship between the Consortium and the university faculty has been slow to develop, and many felt the impact of partnership had been limited by the lack of university and OISE involvement. Within FEUT, participation has not been extensive. Although there is an awareness of workshops, and events, there has not been a strong presence or understanding of the partnership other than through the preservice option. The strong relationships established with schools by a small core of FEUT faculty have substantially changed perceptions of the university faculty. The Consortium has opened the doors to establishing relationships, but securing them has required a substantial investment, sustained over time, by each individual faculty member, one person at a time.

References

Cuban, L. (1984). How teachers taught: Constancy and change in American classrooms, 1890-1980. New York: Longman, Inc.

Erskine-Cullen, E., & Manning, S. (1995). Practice and implementation of cooperative learning across four school districts. Paper presented at the Canadian Society for Studies in Education Annual Conference, Montreal, Quebec.

Erskine-Cullen, E., & Rolheiser, C. & Bailey, B. (1993). Learning together: The impact of joint professional development experiences for preservice and inservice teachers. Paper presented at the Canadian Society for Studies in Education Annual Conference, (Ottawa, Ontario).

Faculty of Education, University of Toronto, (1995). Proposal for a pilot project for a two-year pre-service teacher education program. Toronto, Ontario.

Faculty of Education, University of Toronto (1994). Urban Network for the improvement of teacher education. Toronto, Ontario.

Fullan, M. (1993). "Coordinating School and District Development in Restructuring," In J. Murphy & P. Hallinger, (eds.), Restructuring Schooling: Learning from Ongoing Efforts. CA: Corwin.

Fullan, M. G. (1991). The new meaning of educational change. New York: Teachers College Press.

Fullan, M. & Miles, (1992). Getting reform right: What works and what doesn't. Phi Delta Kappan, 73, 10 pp. 744-52.

Huberman, M., & Miles, M. (1984). Innovation up close. New York: Plenum.

Johnson, D. W., & Johnson, R. T. (1989). Cooperation and competition: Theory and research. Edina, MN: Interaction Book Company.

Joyce, B., & Showers, B. (1988). Student achievement through staff development. NY: Longman.

Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis, Second Edition. Thousand Oaks, CA: Sage.

Rolheiser, C., & Hundey, I. (1993). Building norms for professional growth in beginning teachers: A Learning Consortium initiative.

Rolheiser, C., & Hundey, I. (1992). Linking preservice and induction: Continuing relationships and sustained support. Paper presented a the annual meeting of the Canadian Society for Studies in Education Annual Conference, (Charlottetown, Prince Edward Island).

Slavin, R. (1989). Cooperative learning. Theory, research, and practice. Englewood Cliffs, NJ: Prentice-Hall.

Watson N., & Fullan, M. Beyond school district-university partnerships. In M. Fullan and A. Hargreaves, (Eds.) Teacher development and change. (Pp. 213-242) Toronto: Falmer Press.

Zywine, J. (1991). Views from the field: A perspective on school university partnerships. Paper presented at the annual meeting of the American Education Research Association. Chicago.

Appendix II-A

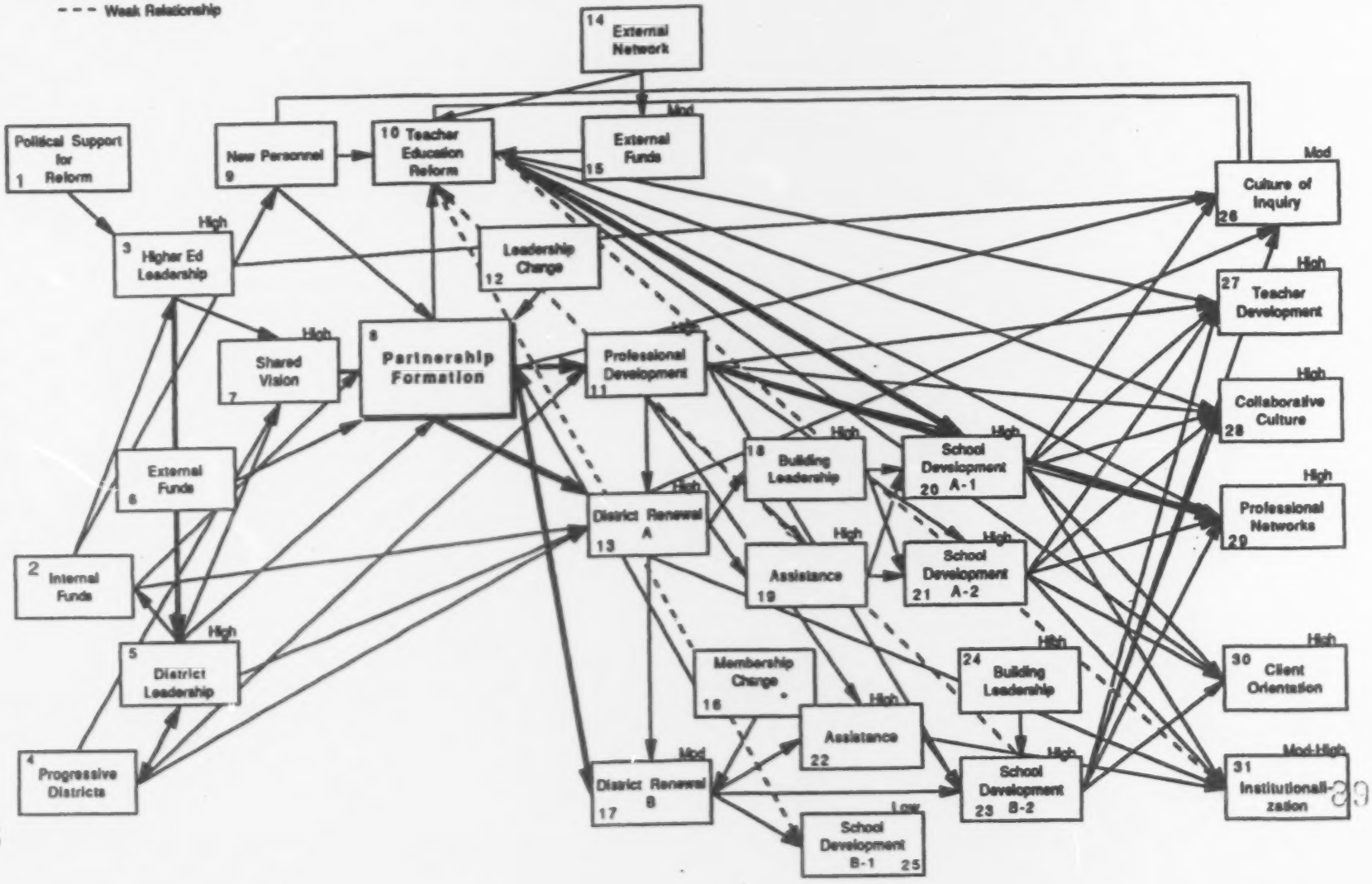
Causal Analysis

In an attempt to find an economical way of summarizing the development of this complex reform initiative just described, a "causal network" (See Figure 2-A) (Miles & Huberman, 1994) was constructed. One purpose for constructing a causal network is to raise the level of abstraction beyond specific events and individuals to an inferential level that can be used to generate more general explanations when comparing across cases. In three interconnected, yet independent streams, the causal network tries to put on one page the main factors, and the effects they have had in the Toronto initiative. At first glance, the figure looks more like a maze of boxes and arrows than a coherent flow chart. The accompanying explanatory text should help decipher it. Any further simplification of the figure would not do justice to the complexity of this comprehensive reform effort.

The network begins with antecedent variables on the left (variables 1-7), which led up to the formation of the Partnership. The intermediate or intervening variables describe the evolution of reform, (variables 9-25). The outcome variables are arrayed in the far right column, (variables 26-31). The outcomes of interest in this analysis were five different characteristics of educator professionalism: a culture of inquiry; teacher development; collaborative culture; professional networks; and client orientation. In addition there was concern for the durability or "institutionalization" of these reforms.

There are three dominant streams in the flow chart. The stream along the top of the figure has most of the university/teacher education variables. The stream along the bottom has most of the school board and individual school variables. The middle stream contains the variables that describe the Partnership.

Figure 2-A TORONTO CAUSAL NETWORK



BEST COPY AVAILABLE

Narrative for Causal Network: Toronto

The first three antecedent variables were the catalysts for reform. A study documenting the inadequacy of current teacher education programs (1) in Ontario had just been completed when a search was initiated for a new dean of the Faculty of education. The availability of significant internal funds within the university (2) to support renewal, convinced the top candidate to accept the position (3). New leadership (3) at the university stimulated the leadership (5) of three progressive districts (4) to entertain the possibility of a partnership. Their shared visions (7) of the possibilities, with the assistance of some temporary external funds (6) for start-up, and more importantly, the commitment of internal funds (2) from each organization led to the establishment of a school-university partnership (8).

The partnership's focus on teacher development began with an emphasis on the professional development (11) of experienced teachers. The attention to instructional strategies supplemented existing district renewal efforts (13) to support individual school development. The partnership's professional development efforts (11) contributed significantly to building the capacity of boards (13,17) to provide assistance (18,21) to individual teachers and schools (19,20,22,23). Within three years the infrastructure of the partnership was sufficiently developed that neither a leadership change (12) nor a membership change were disruptive. The ethos of the partnership (11) — of using the partnership to further each member's organizational goals — contributed directly to the development of a collaborative culture (28) among its members, and with a strong client orientation (30), enhanced the members' appreciation for research (24), extended and strengthened professional networks (29). The partnership also had a significant impact on teacher development (27) through a variety of direct professional development experiences (11) sponsored by the Learning Consortium.

The partnership's impact was reinforced by the district's support (19,22) of partnership initiatives. The realignment of district resources (13,17) further enhanced the districts' ability to provide assistance (19,22) in the form of instructional specialists and consultants to work with individual schools (19,20,22,23) and has institutionalized the availability of such assistance (31). The availability of district resources to support individual school improvement plans (20,21,23) produced significant levels of knowledge and skill (26,27) among teachers, created collaborative cultures (28) in some schools (20,21,23), and strengthened an already strong client orientation (30). The sustained support from Board A (19) over six years to strengthen instructional strategies and building leadership (18) has also resulted in substantial institutionalization (31) of cooperative learning practices.
Board B (17), (depicted along the bottom of the chart) which has a shorter history with the partnership (16), was also a progressive district (4) with strong leadership (5), and brought significant resources to the partnership. The shorter duration of involvement and the broader scope of district renewal initiatives has produced inconsistent implementation to date, largely dependent on building leadership (24) and individual school's receptivity to change. Assistance (22) is available, but not always sought (25). Where there is strong building leadership (24) and receptivity to change, a significant appreciation for research (26) has developed and contributed to teacher development (27), the development of collaborative cultures (28), professional networks (29) and a strong client orientation (30). Each of these factors has contributed to substantial institutionalization (31) of new instructional practices and collegial working relations within the school.

Reform of Teacher Education (10) (along the top of the chart) has proceeded to a large extent independently of the partnership, but with significant interaction with the partnership in some instances. The assessed inadequacy of teacher

education (1) provided the basis for the new administration (3) to launch reforms. The hiring of new faculty (9) signaled a change in focus, with a greater emphasis on research (26) and the development of partnerships with schools (8). Two pilot programs were developed in partnership schools (20,25) that aligned the focus of preservice teacher development with the professional development foci of both the partnership and the district. The impact of this alignment in one program, where there was a strong relationship (bold line) between the university faculty and the school faculty, was a high level of teacher development (27) and the growth of collaborative cultures (28) among both preservice and experienced teachers. In the second pilot, while there was some alignment of the pilot's focus and the partnership's focus, there was low implementation of the instructional practices in the partner school (25). In addition, there was little contact and no relationship had developed between the university and the school. The result was little effect on teacher development of experienced teachers, and an indifferent to negative attitude (dotted line) toward the university program.

A third site-based preservice program not affiliated with the partnership, but located within a partner board (23) is co-directed by one university and one school based teacher educator. It was one of several "options," or pilot programs developed in the teacher education reform efforts (10). Both the board (17) and the school (23) have made a substantial investment in the preservice program, while the university investment of staff and resources has been limited. Significant differences in philosophy of preservice education have inhibited the development of strong relationships (dotted line). Nonetheless, the presence of, and involvement in the preservice program in the school has yielded additional professional development opportunities (27) for experienced teachers by mentoring future teachers. For preservice students, the immersion in the school has provided meaningful learning

experiences (27), as well as socialization into the collaborative culture of the school (28).

The impact of the school-university partnership is most evident in the school/board stream, particularly in board A. The consistent focus and intensity of involvement from the board, the partnership, and the university preservice program have produced substantial results which have been reinforced by organizational changes to institutionalize new practices. The impact in board B is noticeable in pockets, but less pronounced (depicted along the bottom of the chart) — a result of the shorter length of involvement in the partnership and broader focus of board initiatives. The effects of the preservice teacher education reform stream is more dispersed, the result of three different pilot programs represented in the chart (20, 23, 25), each with varying levels of school-university collaboration and consistency of implementation. Speaking of institutionalization of the teacher education reforms is premature, as these are "pilot projects" and the development of new preservice practices are very much in process.

III. Systemic Reform in Southern Maine

Southern Maine may seem like an unlikely place to find progressive school reform, tucked away in the Northeast corner of the United States, far away from major universities or major educational research organizations. Conceivably, the small scale and low-profile context facilitated the emergence of a school-university partnership that has produced significant change in the educational landscape of Southern Maine. Several important conditions contributed to educators' readiness to take advantage of opportunities to initiate reform. Changes in state regulations, environmental turbulence, and new leadership in many sectors created both the need and the desire for change throughout the educational system.

The University of Southern Maine (USM) had historically been a Normal School, until the 1970s when it began to diversify its curriculum offerings, and de-emphasize teacher education. During the 1980s the college of education sponsored two different undergraduate teacher preparation programs, and two small post-graduate preparation programs. The undergraduate programs continued, but entered a period of stagnation as priorities and funds were shifted to support graduate programs, which were considered more "prestigious." The undergraduate program increasingly came to rely on part-time instructors to staff the program (Miller & Silvernail, 1994).

During the early 80s the State Board of Education conducted a review of the teacher certification and recertification process. This was the beginning of a State focus on improving education by improving teacher preparation. The revised State teaching credential was reduced from ten years to five, but the state added local support teams, and master teacher positions were created. Shortly thereafter, in 1984, the Education Reform Act was passed in the Maine, mandating standardized testing

(Maine Educational Assessment, MEA) in 4th, 8th, and 11th grades. The following year Maine's SEA (State Education Association) moved from a regulatory role to a technical assistance role with schools. Although from the perspective of schools, the technical assistance has largely been focused on implementation of its testing policies, for the most part, changes at the state level have been coordinated to support reform at every level of education in Maine.

One administrator described the State's role as providing significant vision and support in the state. He felt that Maine has a vision for the future of education, largely built around the Common Core of Learning, which identified what children should know and be able to do by the time they leave high school. The state sponsored many initiatives such as a Coalition for Excellence, the Innovative Education Grants Program, and the State Restructuring Program — all designed to ensure that all children are successful in school. A task force on Learning Outcomes is currently working to define the criteria that will be used to determine if graduating seniors are meeting the goals of the Common Core of Learning.

The early 80s were a time of turmoil in the Gorham School District. It was immersed in budget battles over one of the lowest student/teacher ratios in the state, teachers' salaries among the lowest, a shortage of classroom materials, and school buildings in disrepair. A volunteer program was initiated in the schools to fill gaps in services and resources. Parents mobilized pro-school candidates to run for the town council. The newly elected and supportive town council hired a new superintendent in Gorham the following year. The new superintendent immediately identified the early childhood program in Gorham as an area in need of attention. She brought together primary teachers in the district to discuss concerns and to begin to examine current practices. She described the effort as fairly informal, but a deliberate attempt to teach a process of reflective practice as described by Schon

(1987). In 1984 the dean of the college of education at USM began a search for new faculty members who had a focus on reform and a commitment to working with schools. One new faculty member, with the support of the dean, began reaching out to several schools and districts in the area, to learn about and assist with local needs. The discussion groups that had already begun in Gorham around issues of early childhood practices attracted his attention, and he approached the superintendent to explore whether there was sufficient interest among the superintendents in the surrounding districts to set up some sort of school-university partnership. The faculty member arranged an initial exploratory meeting with and seven or eight superintendents, and the dean of the college of education to discuss the possibilities and suggest topics that would bring educators together.

Southern Maine Partnership

In 1985 the Southern Maine Partnership (SMP) was founded in a collaborative effort between six district superintendents, the dean of the college of education, and one faculty member at USM. Each organization contributed $1,000 to launch the new partnership, which had the dual agenda of the simultaneous renewal of schools and teacher education. In the beginning the only university participants were the dean and the original founder (but the college provided the facility, dinner, and wine!). The SMP began as an informal network of teachers and administrators who came together to tackle issues that were of concern to practicing educators, at first through cross-role focus groups in four areas: early childhood, middle level, secondary, and mathematics. The purpose was to discuss current educational research and its implementation in the classroom. A superintendents group was also established to explore ways in which the schools and the university could support each other in their reform efforts. So the SMP began as a "device for bringing together institutions that need each other for the solution of tough problems" (Miller

& O'Shea, in press). The core of the Partnership's teaching and learning activities has been a network of Educators' Groups, in which K-12 educators (including principals and superintendents) met monthly across districts to discuss readings and explore innovative practices, within and across disciplines. The response to the partnership format flourished with leadership from several key supporters, including the dean of the college of education and the new superintendent in Gorham, and the superintendent of SAD #72. The monthly meetings provided teachers the opportunity to learn where to access current literature, and it gave teachers a forum for discussing what they were doing in their schools and classrooms and why.

More important than the content of discussions, were the norms developed surrounding the discussions. The purpose of the forums was to challenge participants to look critically at their own practice, to question commonly held assumptions and current practices. The groups were "owned" by the participants who were free to determine the agenda. The SMP created norms of reflective practice within a safe and supportive environment.

Participants felt that, "the power of the SMP has been that it is a true partnership. The Partnership was never a place to go get answers, it was a place to raise questions." It has always been based on reciprocal learning and the recognition that knowledge is embedded in lots of places. It acknowledged that there was as much knowledge embedded in practice as there is in university "scholarship." Traditional hierarchies between university educators and school based educators, and between teachers and administrators were discarded, resulting in a high level of trust and mutual respect. The seeds of a number of changes in educational practice were nurtured in these forums, and then taken back and planted in districts and schools, where they have flourished.

BEST COPY AVAILABLE

The Southern Maine Partnership was one of the original twelve regional sites of John Goodlad's Network of Educational Renewal. It has focused on developing professional communities where members are accountable to each other, in the same way that teachers are accountable to the kids in their classrooms. Within the Partnership, one initiative that developed was the Network of Renewing Schools, a group of SMP schools committed to school-wide renewal and restructuring. Network member schools commit to:

- Rethinking curriculum, instruction, and assessment with emphasis on how students learn;
- Developing and using assessment tools appropriate for new conceptions of teaching and learning;
- Staff development approaches based on adult learning and active intellectual engagement with issues;
- Rethinking the organization of the school with the goal of improving the learning environment for students and the professional environment for teachers;
- Exploration of roles for parents, businesses and community members as partners in education; and
- Evaluating renewal efforts and their benefits to students

In 1987 there was a change in leadership in the SMP, and under new leadership the next three years of the Partnership were marked by growth and expansion. Although the focus of the SMP continued to stress individual reflection, supported by the Maine State Restructuring Program, it quickly began to move toward school-wide restructuring. According to one principal,

> It was one thing to be current in the research, to reflect on practice, and to identify issues that needed changing and yet another to actually make significant changes as a whole school faculty. The initiative of school change would have been impossible if the partnership were formed for teachers alone. For a system to become a member of the SMP, the superintendents of each district had to agree to commit principals and superintendents to their respective monthly meetings, as well as encourage teachers to attend." (Miller & O'Shea, in press, p.4)

As the partnership grew it required organization and formal structures to coordinate and facilitate the activities and sharing of information. As the districts

have evolved, so has the Partnership, changing its focus to assist educators in addressing current issues. At the same time, reform in the University of Southern Maine's teacher education program was developing and complemented and supported educator development within the schools. The new postbaccalaureate preservice program, the Extended Teacher Education Program (ETEP) was designed collaboratively among university faculty members and school-based educators in each site. The clinical training sites for USM's teacher education program (ETEP) were chosen from the pool of schools that were members of the Network of Renewing Schools.

Perhaps because there is no umbrella organization coordinating the simultaneous renewal of schools and teacher education, the reform initiative has been a truly grass-roots collaborative effort. The synergy of the two renewal efforts was greatly facilitated by the fact that the director of the SMP was asked to be the first director of the ETEP program. She was also a leader in the development of USM's masters program in instructional leadership and educational administration. A major focus of the program was to develop classroom teachers as leaders, based on the belief that teachers ought to be able to assume leadership roles without leaving the classroom. Several teachers and principals who were active participants in the early days of the SMP were among the first cohorts through the program. Many of the graduates have gone on to assume prominent roles in their district and school renewal efforts.

The reflective culture established in the early years of the Southern Maine Partnership, with a commitment to mutual learning and a focus on improving learning for all students was embedded in the philosophy of ETEP as well. That culture continues to characterize interactions between USM and the schools in Gorham and Fryeburg, the two ETEP sites that are the focus of this study. The

evolving needs of both the schools and the university have steered the emphasis to new initiatives over time.

Two major initiatives in the Southern Maine Partnership in 1990 were the beginning of a Foxfire network — an approach to teaching that is committed to active student engagement in learning within the classroom and the larger community — and also the beginning of the SMP Assessment group. Since 1990 a major focus of the Partnership, with funding from the UNUM corporation, has been assessment and outcome-based education. This effort is based on the belief that when educators establish clear outcomes defining what students should know and be able to do, they can "plan backwards" from those outcomes to design learning environments that promote student achievement and self esteem. A Mini-grant program was established to support teachers development of alternative approaches to assessment of student learning in classrooms and schools.

A committee composed of SMP teachers was established to evaluate proposals and award UNUM assessment mini-grants to support teachers in the design and experimentation of alternative assessment practices. Teachers at all grade levels have been involved in developing standards, criteria for judging student work, and scoring rubrics to evaluate achievement. These assessments include solving real-life problems, portfolios, community-based projects — tasks that demonstrate mastery of processes and content related to outcomes. Teachers who received the grants were then expected to share their results and reflections with other educators in the Partnership in the form of a written description of the project, and by presenting at an Annual Assessment Conference.

By the Spring of 1992 the Southern Maine partnership began to experience a significant drop off in participation in their focus groups. Educators cited the long drive, the all-consuming restructuring work at their respective schools, and new

opportunities to learn in and out of the Partnership. Some felt that the nature of the SMP changed because it got so big. At its height in 1990, the discussion groups grew to 17, and involved about ten USM faculty members. In the beginning the director was physically present to facilitate all the discussion groups. As it grew no one person could be everywhere all the time. Different people took leadership roles, and more university faculty got involved. The needs of the schools were changing as well. One faculty participant observed that the "old timers" were ready to move on to new issues, but the newcomers weren't. At the same time, some new members felt excluded from the conversation because the vocabulary was unfamiliar and the impatience of the veteran members created an atmosphere that did not welcome newcomers (Miller & O'Shea, in press). It was a time when participants were in different places and the groups were somewhat dysfunctional. It was also at that point that many of the original members became less active, and turned to their colleagues in their own buildings and districts for professional discussions.

The current director, who has shepherded the SMP since 1987 has had to balance the tradeoffs between the growth and expansion of the organization to reach a larger number of educators, and the intimacy of a close knit group. To be more inclusive the Partnership has expanded to include nearly four times the number school districts, as well as the Maine College of Art, the Southern Maine Technical College, and the Children's Museum of Maine. The SMP is still committed to the original mission of the partnership — to inquiry and discussing big ideas, but the intimate nature of the partnership has changed. While the educator discussion groups have continued, the director has paid attention to feedback from participants and has tried to respond to the changing needs and interests. She has introduced new ideas, and brought in some well-known educators that people in Maine wouldn't be exposed to otherwise. As a result the SMP remains a valued resource that educators

turn to for support and technical assistance when embarking on new initiatives. Participation rates tend to ebb and flow with changing needs. Recognizing the changing climate, in the Spring of 1994 the director met with SMP superintendents and the dean of the college of education to reflect on the future direction of the Partnership, and begin to refocus the SMP's mission so as to remain a vital asset to educators in Southern Maine.

Why has this partnership been able to sustain such strong commitment for ten years, while most reform efforts are short-lived? (Cuban, 1984; Fullan, 1991; Sarason, 1990). What were the critical factors that have contributed to its success?

One way to understand the mechanisms at work here is to follow the development of several strands of the partnership, then return to the conceptual framework for the study, by examining the seven critical factors to help understand the impact of the reform effort in each of the member institutions, and finally to identify facilitating and inhibiting factors that have influenced those effects. During the course of the study at the NETWORK's working conference, participants agreed that another essential ingredient in making school-university partnerships work was the importance of personal and professional relationships. This was added as the eighth critical factor.

As an advance organizer, the critical variables that form the lens for this analysis are:

- vision of learning
- leadership
- professional development strategy
- opportunities to learn
- commitment to research and inquiry
- communication
- organizational arrangements
- personal and professional relationships

As described in the introduction to this volume, for the purpose of this

analysis the "system" is defined by the member organizations of the Southern Maine Partnership and USM's ETEP program. The two overlap, but are independent entities. The Southern Maine site is difficult to define as there is not one organization that coordinates all that is happening in Southern Maine, and yet the work is strongly interconnected. In fact, in many educators' minds the distinctions between the SMP and the college of education are fuzzy due to the overlap of faculty members in both organizations and the overlap in relationships with schools. The partnership has been and continues to be, a largely grass roots initiative.

An examination of each of the critical factors within each organization in the Southern Maine system will provide further description and understanding of the scope of this reform and its impact. The "site" comprises the interacting network of individuals and organizations that together are attempting to reform the teaching and learning process. Within the K-12 system we have focused on one elementary and one secondary school in one district, and one elementary school in a second district. The selection of schools was made by mutual agreement of the participating districts and the NETWORK researchers. The research questions and design of the NETWORK study established parameters defining the major variables under investigation. An effort was made to select schools that participated in preservice preparation, and extensive on-going professional development, while engaged in school-wide improvement efforts. The site coordinators then selected the individual schools that they felt best met the criteria. As a result, the selected schools, school districts and ETEP sites represent the more advanced end of the continuum rather than the "average" level of development within the partnership. Within the university system the investigation included students and faculty within the preservice teacher education program. The intersection of all the component parts is found in the school/university partnership where personal and professional

relationships provide the connections within and between organizations.

In the next section the report turns to the school strand to examine how the Southern Maine Partnership has connected with its member districts, and the individual schools. The final two strands of the story to be addressed are the reform efforts within the teacher education preservice program, and the changing culture of the college of education as an organization. Each strand is described in turn.

Gorham School District

Gorham School District serves 2,100 students in four elementary schools, one middle school and one four year high school. Gorham is a small town, with a population of approximately 12,000, and is home to the University of Southern Maine. It is an economically heterogeneous community, with a mix of professionals, middle and working class families, and some rural residents. The population is 98% caucasian, with approximately three percent of the population living at or below the poverty line.

In 1985 the new superintendent in Gorham immediately stimulated the beginning of reforms that would significantly change the nature of schooling in the district. She believed in teacher leadership and gave the buildings freedom to develop their own vision. The new supportive School Committee worked with the new superintendent to increase the school budget. The district's first grant was secured to conduct a community-wide study on early childhood practices in an attempt to understand the high number of first grade retentions in the district. The district initiated site based management in the schools and established district-wide curriculum groups. That year Gorham also began offering computer literacy training for teachers, and began offering classroom-based grants to support innovations for instructional improvement.

From the beginning, reform has been a district-wide initiative in Gorham. All

schools in the district are engaged in active outreach to the community through school open houses, individual classroom open houses, and a weekly TV program put together by all district principals on local cable TV to report school news and talk about school restructuring plans. The superintendent was an active participant in the SMP discussion groups, and encouraged all teachers and administrators to participate. Gorham High School immediately became involved in the SMP secondary discussion group; one of just two high schools to participate in the beginning of the Partnership.

The combined influence of the SMP and the superintendent's emphasis on reflective teaching practices became the dominant theme of professional development in the district. The superintendent emphasized developing collaborative cultures first, creating environments based on mutual respect that support learning and focus attention on the failures of the system, not of people. Two additional grants secured by the district in 1986 provided support for this approach. One grant allowed them to continue their study of early childhood practices, and a state grant focused on "raising the teacher's voice." This grant allowed teachers to actually examine the changes that were happening in their ways of working together through an analysis of tape recordings that documented the process. The district also moved toward "institutionalizing" its community partnership that year by creating a paid position for a volunteer coordinator in the district.

In October 1987, the Maine Department of Education initiated the Restructuring Program by inviting all schools in the state to send teams to a meeting on restructuring. Teams representing 135 districts attended the meeting, where participants discussed critical components of restructuring and were invited to apply for state restructuring grants. Ten grants were awarded during the Summer of 1988. Two were awarded to schools in the Gorham district, one to an elementary school, and

one to Gorham High School.

Many significant developments occurred in 1988 in the Gorham School District. It was the beginning of interactions with Project Zero at Harvard University's School of Education, which grew out of the superintendent's (a Harvard alumnae) relationship with the Harvard Graduate School of Education. Individual teachers were supported as they took what they were learning about multiple intelligences, curriculum and assessment, and portfolio development and wove it into their practice. Individual efforts led to broad-based school reform and eventually had an impact on the district's ability to develop a K-12 framework for improvement.

In 1990 the Gorham Kindergarten Center was opened, making all primary schools grades 1,2, and 3. This realignment was the beginning of the development of a K-12 framework in the district, followed by a district wide strategic planning process the following year. That strategic plan incorporated support for a "teacher scholar" position within each building. The teacher scholar position created a stipend to support one teacher to spend a year studying issues of interest and concern to the school.

This framework was significant in the district's identification as one of three ATLAS communities funded by the New American Schools Development Corporation (NASDC). The ATLAS (Authentic Teaching, Learning, and Assessment for all Students) project is one of three projects funded by NASDC designed to be "break the mold" schools — learning environments which will differ considerably from most current schools by evoking and supporting high standards and constant improvement for every student. It is a partnership of the School Development Program at Yale University, Project Zero at Harvard University, Education Development Center of Newton, MA, the Coalition of Essential Schools at Brown University, and the four communities of Gorham, ME; Lancaster, PA; Norfolk, VA; and Prince George's County,

MD.

Gorham played a leadership role in the design of the project — in fact much of it was based on what they were already doing. The ATLAS K-12 Design teams have worked on a number of initiatives district-wide, including the development of integrated curriculum standards based on the State's Common Core of Learning, and individual school development guided by School Planning Management Teams (SPMT, based on the Comer Model). During the 1994-95 school year Community Teams were established to facilitate communication and dissemination of information across the district.

Gorham High School currently enrolls approximately 550 students, but is growing. It is a new school, still under construction. When completed the building will have the capacity to serve 750 students, and will include three computer labs, a robotics lab, and a television production studio.

In the Spring of 1988 the faculty of Gorham High School voted unanimously in support of the process-oriented proposal for a state restructuring grant. A $10,000 grant was awarded in the Summer coinciding with the arrival of a new principal at the school. The 88-89 school year was a year of planning and preparation that included training in group dynamics, understanding the change process, and identifying priorities for change. Amidst the planning there was a growing concern that the plans were too teacher-centered, stimulating consideration of an advisory program for students. During the summer a subcommittee met to develop the student advising program. The next year major changes were made in the schools schedule: 1) a weekly two-hour School Development Period was created by implementing a late start on Wednesdays to give faculty time for staff development and restructuring work; 2) grade level student advisory groups met once per week to focus on group process skills, school/community projects, and academic advising; and 3) each

subject met four times per week, with one of those classes being 73 minutes long. There was widespread agreement that the weekly School Development Period was essential to enabling the faculty to succeed in improving student learning outcomes. Six years later the School Development Period is still structured into the school week, although other changes have been made to accommodate curricular changes that have been instituted.

> A recent accreditation report described Gorham High School this way:
>
> Gorham High School is truly a school in and of change. Gorham H.S. has embarked on a journey of educational reform that is long-term, intense, far-reaching and demanding. (...) While the majority of the faculty wants to move forward, mixed feelings have arisen as to how this should occur. A sense of "directionlessness" and questions about what "path" to take are evident.
>
> Gorham High School's strengths are found in three distinct areas: the renewed sense of collegiality that exists between the newly appointed principal and the faculty in general; the support given to the school by the majority of the community and led by the Gorham School Committee and superintendent; and the school's climate denoted by a concerned and caring faculty, a friendly and courteous student body and supportive leadership team.

Change is never without challenges and Gorham High School has continued to grapple with issues of guidance, and strategic planning. The newly appointed principal mentioned in the accreditation report was the second leadership change that the school had endured in its ten year restructuring journey. The development of a strong core of teacher leaders has made these transitions easier. One of the ETEP interns found Gorham High to be "receptive to change — perhaps because there were

several teacher leaders who are respected by peers who are strong advocates of change." He observed healthy involvement of teachers on a number of committees: the curriculum teams, K-12 outcomes. Professional discussions about reform issues were common in the faculty room and in department offices. Many innovative programs have been developed by department teams. Two good examples are the work of the mathematics and social studies departments.

Two math teachers at Gorham High School obtained an Assessment Mini-Grant from the SMP to conduct a review of current practices in the math department, and a more general review of current literature on educational tracking. Using the advantages of both heterogenous and homogeneous grouping practices, they designed a new curriculum for Math One, a course required of all freshmen using thematic units. The introduction to, and initial study of the core skills is done in heterogeneous groups. All students are then pretested. Those who demonstrate mastery of the core skills and concepts are regrouped for enrichment. Others receive extended instruction in the core concepts.

Numerous parent/community forums were held to explain the new curriculum and address concerns of both supporters and skeptics. Outcomes were monitored to evaluate the impact of the program. Assessment results showed significant improvement on standardized tests, as well as closing the traditional gender gap in mathematics (females actually began to outperform the males).

The Social Studies Department is also quite unique. They plan and work together as a team. All classes at a given grade level are coordinated so that they are learning the same material, but students are given choices as to how to learn it. One class may be lecture format, another discussion, another audio-visual, and students can pick the way want to learn a particular topic. Performance assessments are a focus across the curriculum, particularly through the use of exhibitions to

demonstrate learning. Many class assignments had "real world" outcomes or applications. One social studies team project was a Biography Exhibition. Students had to write a monologue based on the research they had done on an historic figure. They then performed their monologue for an audience. The project was designed to develop research skills as well as improve students' proficiency with oral presentations.

White Rock School began its journey in school reform with the arrival of the new superintendent and with colleagues in the SMP. They began by examining curriculum development in several areas. The staff worked together as a school to adopt a process approach to writing, school-wide themes, integrating the curriculum through whole language, math with manipulatives, and thematic units. White Rock received their first external grant to run a summer reading program in 1986. Since that time a strong sense of community has developed in and around the school. White Rock teachers have become involved with the community by adopting the wildlife sanctuary, and sponsoring annual events like caroling, hayrides, and a bonfire.

Teachers at White Rock did a lot of group process work and team building over several years. One teacher noted that

> there is something about the teachers in this building — they are always getting involved in everything. They keep wanting to learn new things. Sometimes I think they are nuts for always taking on more work, but there is so much sharing and support, that they keep pushing each other to excel, and then they are also there to celebrate and boost each other up. We are so bonded, we have worked at developing a culture that encourages continuous improvement, and we keep working hard to feel good.

A visitor to White Rock School is struck by the warm, welcoming feel to the school. They begin their day at White Rock with an all-school morning meeting to build a sense of community. They recognize birthdays and special accomplishments, share poetry and student work. The atmosphere during staff meetings is congenial,

but most of all it is always focused on kids. One teacher described her colleagues as "always motivated by the question, what's best for kids?"

One of the ETEP interns noted that the teachers were incredible at White Rock with how much they share, and team — "and it's not just certain pairs or groups. Everyone feels comfortable teaming with everyone." The Southern Maine Partnership (SMP) was a big factor in the development of their collaborative culture. The SMP was a forum for the White Rock teachers to get information, to share questions and ideas with teachers from other buildings in the district, in particular, with Narragansett — the other 1-3 school in the district. "We used to talk about big ideas in the partnership, like do we really listen to what kids say in our classrooms, but also the nitty gritty, like going from desks to tables, and the idea that it was OK for kids to be lying around on the floor reading instead of always sitting in rows." The SMP provided the stimulation that was needed at the time to focus their vision of student learning.

In addition to the influence of the SMP, the principal and several of the teachers were also part of USM's instructional leaders and education administration graduate programs. The move to multiage classrooms in 1988 grew out of the discussions and study of multiage programs in both forums. The issues had been identified in discussion groups, and then brought back to the school to continue the conversation among the faculty. After much discussion, they brainstormed the advantages and disadvantages of multiage classrooms, and the list of advantages was much longer than the list of disadvantages. They then had to ask themselves, why aren't we doing it if we believe that it's better? Not everyone on the staff was ready to jump into a completely new way of doing things, and that was understood and accepted. The few who were apprehensive weren't labeled resistors, or ostracized, but were given the time they needed to develop a comfort level with the new practices.

Although the staff was convinced that multiage was best for children, not all the parents were. The principal played a critical role in helping parents understand the benefits of the new system. Teachers found that more and more of their time was spent reassuring parents of the real benefits to this structure for all of the children. To address the problem, the White Rock staff with parent volunteers put together a video to help parents understand current practices in the schools. In addition, teachers have conducted on-going studies to examine student learning and parent satisfaction. The teachers have then used the results to address parent's concerns and inform further program development.

Current practices at White Rock have evolved over several years into an integrated whole of curriculum themes that coordinates their teaching and provides a framework for integrating literacy, math, social studies, and science. The multiage program is the cornerstone of children's experience at White Rock School. The multiage structure allows each child to develop leadership skills, modeling and helping younger classmates experience success. One day one of the teachers commented that the kids seemed particularly rambunctious. One of the second graders explained the reason, "cause there is just too much loving going on."

The SMP established a good connection between Gorham and USM that has been solidified by the ETEP program. Prior to the Partnership the relationship had been poor. Now school-based faculty feel that there is a real commitment to listen to teachers. An ETEP Steering Committee was established in Gorham, made up of representatives from all buildings in the district. The first school-based co-coordinator was a teacher from White Rock School. Gorham had been a teacher education site for 100 years, but many felt abused by the old program. They felt the relationship had been insulting — student-teachers were placed in the schools with no field supervision, and the university used to pay cooperating teachers a token $45

a semester. When plans for a new program were first being developed, one of the schools refused be involved because of bad experiences in the past. The history of the affiliation was described as having"had its ups and downs over time. For the most part, the university was seen by practitioners as the 'ivory tower' where professors were researchers far removed from the reality of classroom practice. The Southern Maine Partnership was a major factor in changing the quality of that relationship."

The 1990-91 school year was a planning year for the Gorham ETEP site. Many of the White Rock teachers were on the planning committee, working with the university coordinator to think about what teacher preparation should be like. The teachers really felt as though they had a voice and that it was respected — the coordinator listened and responded to their input. He came back to them with a proposal, and they said, "yea, that's what we meant." As a result, the teachers at White Rock who were involved in planning have ownership, and they are very committed to the program. Almost all of the teachers at White Rock serve as supervising teachers for ETEP interns and several serve as course leaders or instructors for ETEP courses. The commitment to ETEP can be seen in the school's mission statement that demonstrates the integration of ETEP into the core practices of the school. White Rocks' mission is threefold:

- support student success.
- support systematic inquiry directed towards the improvement of practice.
- provide a professional induction program for new teachers.

New Suncook School

Forty miles away from the University of Southern Maine, in rural Fryeburg, is School Administrative District (SAD) #72, a small rural school district comprising seven towns in Western Maine. The district has four elementary schools ranging in size from 43 to 240 students, and a centralized 300 student middle school. There is no

public high school. All high school students are tuitioned to a private school, Fryeburg Academy. The superintendent of SAD #72 in 1985 was one of the original six superintendents who invested in the formation of the Southern Maine Partnership. His leadership created a climate for educational renewal within the district, but with his departure a few years later, activity across the district slowed. From that point, SAD #72's re-entry into school reform was for the most part, led by one elementary school — the New Suncook School.

In 1983 the superintendent in SAD #72 hired the first principal New Suncook Elementary School had ever had. Before that the superintendent and an elementary supervisor in the district office would travel around the district, but there was no permanent building administrator. New Suncook School is located in Lovell, Maine, a small town with a population of 888. The average income is only three quarters of the national average and one third of the county residents lack a high-school diploma. It is the largest elementary school in the district, serving 240-250 students in grades K-5. Almost all of the students are caucasian and long-time residents of rural Maine.

In 1985 the principal and one teacher from New Suncook School applied for a Maine Innovative Educational Grant, from Maine's Department of Educational and Cultural Services entitled, "Research Into Practice." The $2,000 grant provided six teachers an opportunity to study and analyze recent educational research and its implementation in the classroom. What became known as the RIP Team (Research into Practice), had three primary goals:

- to create and enable dialogue about current educational research
- to provide a format for peer observation on a regular basis, and
- to create a professional climate that promotes risk taking, growth, and collaboration.

New Suncook School received continuation funding for their RIP team, but in the second year their focus changed from looking at ways to improve instructional

practice to understanding the nature of instruction itself — they began asking, "what are we doing, and why?"

The innovative grant program funded by the State in the mid-80s was really the catalyst for establishing an attitude or culture in the school that has continued to grow. The principal explained that, "Madeline Hunter's work was really big then, and we were doing it, but rather than just accept it as a given, we started questioning is this really what's best for kids? What the grant did was to give the school focus and make the staff accountable." One teacher remarked that the "grants never cover all the time it takes to do the work. They just suck you in, and then you gotta finish it."

External grants have been important to New Suncook for both recognition and accountability, and they have been used to restructure their school week. They have extended each day and rearranged some of the specialists in order to have an hour and a half to meet and plan together each week. Although the innovative grant program is still available New Suncook tends to go after other funding now. They felt there was already too much jealousy toward them, and that it was "good to spread the resources around." The recognition they have received has given them opportunities to secure other funding.

In the Spring of 1986 Fryeburg (SAD #72) joined the SMP, providing New Suncook with the critical dialogue with other educators they needed to help them move in new directions. The Southern Maine Partnership became an important resource for continued professional growth for the staff at New Suncook. Working together on the two innovative grants helped develop a greater sense of comraderie among many of the staff. That same year New Suncook was one of seven schools in Western Maine to participate in a School Improvement Project funded by the Mellon Foundation.

In 1987 New Suncook attended the second SMP retreat, and through the

Partnership was invited to participate in NEA's Symposium on School-based Reform with a number of other national school networks. The team of teachers who attended that conference brought back a process which New Suncook used to develop its vision statement — a set of shared understandings that would be the basis for practice in the school. It ended up being a year-long process that taught them a great deal about consensus building, recognizing how the individual differences in the building combined to provide a range of collective strengths.

The vision statement they created demonstrates a clear and pervasive focus on children:

> Our goal is for ***children*** to attain knowledge and understanding that goes beyond school boundaries because learning takes place in any environment. ***Students*** and teachers share the responsibility for this learning.
>
> ***Students*** use their experiences and expertise and are given the opportunity to make choices within an effective learning environment. The teacher is a model and facilitator of ***children's*** learning within that environment. . . (Emphasis added.)

In addition to the professional exchanges provided through the SMP, USM's graduate programs in instructional leadership and educational administration provided important intellectual stimulation. A core group (4 or 5) of New Suncook teachers were part of one of the early cohorts in the program. A significant development that grew out of discussions within the SMP and graduate courses at USM, was the design of the K-1 Magic (Multi-aged Grouping with Integrated Curriculum) program. It was expanded the following year to include 2nd graders and special needs students, and the acronym was dropped because, "there should be nothing magic about providing children with developmentally appropriate learning experiences." The result is a school that is highly active, and student centered. Students are learning and teaching others in classrooms and in the halls. Test score performance on Maine Educational Assessment has increased significantly each

year, and are now well above state and district averages.

According to the principal, the staff "started with the premise that dialogue is important, and that we're doing a lot of things wrong — or at least there were a lot of things that we could be doing better. We engage in critical dialogue about all aspects of the school." The principal felt that the building staff is a group of people who really thrive off of each other's energy, and according to the teachers, the principal contributes to that. The principal felt that part of the energy comes from the fact that people are very involved in each other's classrooms. The school's children are everyone's children. He described their approach as being more as one of problem identification than it was about problem solving. At times he thought that they were already working as hard as they could, how could they do more? He said that "people here [at New Suncook] are tireless — it's just part of our sense of being professional." For example, one teacher said that going back to school to get her masters degree was not an add-on, but vital to who she is and what she does as a teacher. The principal added that creating a climate of reflection and collaboration was the foundation for continuous learning. Then if you bring in information and research to fuel the dialogue, he felt you could accomplish a lot.

New Suncook has made an effort to reach out to parents and make them a part of their child's education. In 1990 another State Innovative Grant helped them put on a district-wide conference for parents on education and child development. A second parent conference was held the following year. Parent involvement is high at New Suncook, with many parent volunteers working in classrooms. This involvement has increased parents' understanding of current educational programs as well as provided teachers with valuable assistance in their classrooms.

In the 1992-93 school year, New Suncook applied for an assessment mini-grant from the SMP to use the NCTM standards to identify key concepts of pattern and

relationship in mathematics, and to develop performance assessment tasks. This coincided with additional reinforcement from the state, when the State Board of Education developed long-range goals and student standards and learning outcomes, known as the Common Core of Learning. The following year the State Legislature funded the Board of Education's plan, calling for high expectations and standards, learner-centered education, assessment and accountability, equitable resources, educator development, and community involvement.

Staff development at New Suncook is generally not of the workshop variety, although people still attend workshops, and many of the staff give workshops. Professional development is ongoing, and constant. A powerful source of professional development has been New Suncook's involvement in the ETEP program. The teachers at New Suncook wanted to have input into teacher preparation because they felt that "they were the ones who were experts in practical experience." Not only do student interns learn from their expertise, the teachers learn from the ETEP student as well. Many felt that mentoring future teachers made them more reflective about their own practice. They also wanted to ensure that teachers were being well prepared to work in rural schools in the state. The teaching interns are on-site all year long, and become part of the school. (ETEP interns were included on the staff roster!) Several faculty are involved in teaching graduate courses on-site, and serve on the Fryeburg ETEP Steering Committee.

At New Suncook, professional development occurs at many levels: it is personal, schoolwide, and now with ARISE, it is district wide. New Suncook has been the inspiration for the district-wide effort known as ARISE (Assessing, Reflecting, Integrating for School-based Excellence). A high transient rate in the district has created a situation where schools rarely have the same students for all six years of elementary school. The school recognized that the long-term success of the school

was dependent on a strong system. It was time to look beyond their school to promote district renewal. The fall of 1993 brought significant changes to SAD #72, with the hiring of two key players, a new headmaster at Fryeburg Academy and a new superintendent in SAD #72. A new superintendent who believed that the best educational experience for students is provided by a system of excellence, provided an opportunity to expand the notion of restructuring to reach district-wide with K-12 articulation with Fryeburg Academy. A small grant was obtained to fund leadership training for teacher leaders to direct ARISE. The intent of ARISE is to help individual schools use data reflectively to assess the effect that their efforts are having on kids. The effort focuses a great deal on the process of change, and developing a reflective culture to promote continuous improvement. A major emphasis is to develop the capacity for data-based decision making through the use of a new management information system that will enable educators to track both norm referenced, standardized tests and more authentic performance assessments to better inform decisions about effective teaching and learning. The project is based on three critical principles that research indicates are attributes of successful school change efforts.

- Change must be systemic in nature: everything in the school must be examined to ensure it serves the school's mission.
- The change model must be results driven. Schools must define its outcomes and then develop ways to measure them.
- Change must promote and be sustained by local governance. Schools and teachers must have the power to make fundamental decisions about teaching and learning, and consequently the organization of the school.

Assistance in developing the management information system was obtained through contacts the principal of New Suncook had. A grant from the Noyce Foundation was obtained with the assistance of the director of the Southern Maine Partnership, who had an existing relationship with the foundation. The small grant to fund ARISE was to provide training for teacher leaders, focusing mainly on group

process and facilitation skills. While not formally related, New Suncook felt that ARISE and ETEP complement one another. The two co-coordinators of the Fryeburg ETEP site and many of the ETEP interns have been actively involved in the ARISE project. The two programs enhance the focus of New Suncook's school improvement efforts and "bring an element of freshness, both conceptually and practically to make them both better programs."

USM Extended Teacher Education Program (ETEP)

In 1985 USM initiated a master's degree program in Instructional Leadership, in which many of the teachers and principals who were active participants in the Southern Maine Partnership from New Suncook and White Rock later enrolled. It has not only been an important source of professional development, but the interactions among experienced teachers and university instructors in the program has further strengthened relationships and fostered mutual respect. Many of the graduates of this program are currently instructors or course leaders for ETEP courses in both Fryeburg and Gorham.

By 1986, USM had two post-baccalaureate certification programs, one elementary and one secondary — they were the forerunners to the new Extended Teacher Education Program (ETEP). In 1989 the dean of the college of education initiated a drive to reform the university's undergraduate teacher education program. She didn't "design" or dictate what needed to be done, or even the direction it should take, but indicated she wanted it changed to a post-baccalaureate program. After much debate (three years), a majority of the faculty voted to replace the undergraduate teacher education program with a one year post-baccalaureate year. A pilot middle-level program was put in place in the Fall of 1990, and a collaborative planning process was initiated in additional districts for future ETEP sites. This was the first time that public school faculty had a major voice in designing teacher

education in the college.

During this period, the college went through a substantial departmental reorganization in an attempt to get more faculty involved in teacher education and to strengthen its ties with the SMP to build the linkage between teacher education and school change. The undergraduate preservice faculty were merged with the graduate teacher education faculty. The associate dean worked to try to utilize the skills of the graduate faculty, particularly those involved in professional education and consulting with schools, by bringing their expertise into the preservice program. Several faculty from other departments did get involved in teacher education, but many others resented the amount of resources devoted to the redesign of the preservice program. The teacher education faculty remains quite small and the faculty are spread thin; the labor intensive site-based program exacerbates the workload.

Although the design process in each ETEP site between university site coordinators and school-based educators has been a largely positive, collaborative process, the change to a site-based program raised a number of issues among the college faculty, creating tensions that persist to this day. The major issues revolve around course ownership and content. The schools are promoting curriculum integration in their teaching, while university faculty covet their discipline specialization and expertise. Co-teaching with school-based instructors to provide stronger connections between theory and practice is valued, but it also raised concerns among the university faculty about ownership and control of the course content.

To address these concerns the mathematics and literacy faculty have worked extensively with school faculty to ensure that courses are theoretically sound and incorporate effective instructional practices. The university faculty have scheduled

courses to accommodate school faculty schedules. The effort has created a cadre of school-based teacher educators in both Gorham and Fryeburg to teach the methods courses in math and literacy. In both sites the program offerings in these two areas are highly regarded by university and school faculty and by ETEP interns.

The redesign of the preservice program was assisted with seed money from the UNUM grant that provided support for training and development activities to help the school and university-based teacher educators to implement the program, (e.g., support for course development by university/school teams and for training of cooperating teachers). ETEP sites were chosen from districts that were members of the Southern Maine Partnership and its Network for Renewing Schools. Each of the sites had some support for a year of planning before the program started. The principle that "teachers are learners" provided the foundation for ETEP's development.

The Fall of 1992 brought the appointment of a new dean of the college of education, who was one of the original six charter members of the SMP as the superintendent of one of the districts. That year ETEP expanded to its current number of five sites, adding Fryeburg.

The major changes in the preservice program from previous programs were:

- joint coordination — one university faculty member and one teacher leader as co-coordinators.
- a new admissions procedure — personal interviews of applicants by a team of school and college faculty.
- size of the program — determined by the number of quality placements available.
- a cohort group model — to develop collegial support among peers.
- adherence to the school calendar — begin when school begins, take school vacations, but do not finish the year.
- team building — to build a sense of community and trust among peers.
- integration of theory and practice — throughout the year interns are in classrooms, as well as taking university courses, many of which are "team taught" by one university and one school faculty member.
- intensive supervision of practice — site coordinators are accessible to student-teachers and cooperating teachers. This is facilitated by the small scale of the

program and the low research demands on the university faculty.

- reflective practice — through journal writing and the development of portfolios.
- performance-based assessment of interns for teaching certification.

The influence of the school-based teacher educators has been felt in the implementation of ETEP in each site. The co-site directors and the respective steering committees have shaped the local character of each of the programs. The five ETEP sites are all different in terms of their schedules, supervision and evaluation processes, course instructors, and specific course content. The number of credits, and required courses are the same (prescribed by State certification requirements). The defined ETEP outcomes are consistent across sites, but the emphasis placed on them, and the way student interns are evaluated varies across sites.

In Gorham a number of teachers were actively involved in the planning of the Gorham ETEP site. They had a steering committee with representatives from every building in the district, and teachers felt they had a real impact on its design. As a result there has been strong district ownership and investment in the program. Many of the teachers interviewed expressed that they were hesitant to be at all critical of the program because they believed so strongly in the philosophy and they commended the university for moving in this direction, although they acknowledged that it didn't always work as well in reality as in theory. Some mourn the loss of the Steering Committee, although they recognized that things have been more efficient, they noted that the program decisions have felt a little more external. However, the responsiveness and availability of the site coordinators have alleviated most concerns.

One of the fundamental aims of the program in Gorham, is for each intern to develop a personal vision of teaching and learning. The goal is for interns to know their students and how they learn. To support this focus the coordinators emphasize

the inclusion of student work in the intern's portfolios to ensure that the prospective teachers' vision of teaching is based on student learning. Building a body of evidence to document the interns' growth as teachers, their understanding of the learning process, and mastery of the ETEP outcomes, is the second dominant theme. The ongoing observations made by the two coordinators and discussions that follow each visit, consistently emphasized these two themes throughout the year. By the end of the year, although the ETEP outcomes remained fairly subjective and fuzzy in the interns' minds, there was no confusion about what was to be the focus of the portfolio. Students were given a lot of flexibility in designing the structure of their portfolios, but from the interactions and feedback from the two coordinators the interns said it was pretty clear what they were looking for — "using student work to demonstrate one's understanding of teaching and learning, your vision of teaching, and mastery of the ETEP outcomes." Student interns noted that the reflection required to build a portfolio was very helpful in understanding their own development and it taught them what a powerful tool self-reflection can be.

Similarly, the response journals required in the Gorham program were a useful tool for stimulating reflection and dialogue between the student-interns and the site coordinators, and between the intern's and their cooperating teachers. Interns used the journals to ask questions, which were responded to sometimes in writing and sometimes in face-to-face discussions. The amount of feedback in the journals provided strong evidence of the real investment that cooperating teachers have made in the teacher intern's development.

Fryeburg followed one year behind Gorham in becoming an ETEP site at the urging of a teacher from New Suncook, who argued that USM needed a rural site to address the realities of most teaching jobs in Maine. Having convinced one USM professor of the need, the process was set in motion to explore the viability of an ETEP

site in Fryeburg. The hiring of a new Headmaster at Fryeburg Academy in 1990, who was interested in developing a relationship with USM was one important factor. A steering committee was convened with representatives from all of the schools in SAD #72, Fryeburg Academy, and one USM faculty member, who volunteered to work on the development of a new site. In January of 1992 a district-wide meeting (including the Academy) was held to discuss the possibility of becoming an ETEP site. As in Gorham the design of the Fryeburg site was collaborative with significant input from school-based educators. This has resulted in strong support and ownership of the program on the part of the district participants. The greatest challenge has always been how to get more teachers involved.

The Fryeburg ETEP site is unusual because it is a rural site. Because of its location and the availability of an empty dorm at Fryeburg Academy, it has become a residential site. The student interns live in a dorm together for the entire year. (There are a few married students who live close enough to Fryeburg that they are day-students, but most live in the dorm.) In exchange for room and board, the student interns do "dorm duty" one evening per week, helping the high school students with their homework, and have a commitment to supervise Academy students one weekend a month. Three times during the year they also have to chaperon an outing — which could range from taking a group of students to the movies, to taking students hiking, or going into the city.

The unique residential nature of the Fryeburg ETEP experience contributes to a strong sense of community among the interns, but the bonding that occurs is not left to chance. It is an important aspect of the design of the program. They began the year with the interns and cooperating teachers taking part in a two-day team building experience through "Project Adventure." The purpose was to get to know each other, and establish trust among the interns. Looking back on this experience

the interns say the team-building really made a difference.

> No one knew anybody else so a lot of it was focused on getting to know each other, learning to trust, being able to talk about things that are important to you, and trust others to respond to you, to listen (....) They really intentionally put you in awkward situations and you had to deal with it. But everyone went through it together so we had shared experiences and by the end of the two days it had relieved a lot of anxiety, and set the tone for working together the rest of the year.

The ETEP program in Fryeburg is largely determined by the steering committee. It approves who can be mentor teachers. Those interested have to have at least two years of experience in the district, be able to show evidence of continual learning, and have the principal's approval. The steering committee is also involved in the interview process for selecting interns.

The combination of the early roots of ETEP as an elementary teacher education program, and the predominance of elementary school teachers as ETEP course instructors has resulted in a significant elementary "bias" in the program in both Fryeburg and Gorham. Secondary interns and their cooperating teachers commented that many of the courses have an elementary focus, that observations from site coordinators were less frequent, and that feedback was less relevant to the needs of secondary interns. In addition to these factors, the relative size of the secondary program to the elementary program tended to diminish the effectiveness of the cohort model. The small number of students placed at a school, combined with the subject specialization limits the amount of interaction that occurs within the cohort.

The USM teacher education program has made significant progress in establishing many new practices in preservice training. In the beginning of ETEP, the school-based site coordinators were supported by UNUM funds. By 1993-94 ETEP

was institutionalized within the university's structure. With support from the university's vice president of business administration, the college of education funded all positions, including the half-time site coordinators, and a full-time ETEP director, and they are currently rethinking faculty work loads to accommodate the needs of site-based teacher education.

Faculty Culture within the University

Prior to ETEP, faculty members were divided into two distinct groups: the undergraduate and graduate faculties. The undergraduate faculty worked exclusively in teacher education and had a heavier teaching load than the graduate faculty. The graduate faculty taught one less course, with the additional three credit hours to be devoted to "scholarship." Implying that the time wasn't needed at the undergraduate level because there is no scholarship in teacher education. They operated as two separate programs with little dialogue between the two levels of teacher education. (Miller and Silvernail, 1994.)

Throughout this initiative university faculty have been learning in partnership with school-based faculty through SMP discussion groups, team teaching, and collaborative research projects to develop more authentic assessment tools, such as portfolios, reflective writing, and demonstrations. University faculty have also learned to share authority in determining course content and evaluation criteria in methods courses taught in the sites, either by school and university faculty teams, or taught exclusively by school-based faculty. The ETEP program is a unique teacher education program in that most of the university courses are taught on-site in five different professional development sites; few courses are actually taught at the university. The faculty have had to re-allocate faculty workloads to include site-based course offerings, and to reallocate funds to offset the costs incurred by school districts to release teachers to serve as site-coordinators and co-

instructors for ETEP courses.

How much sharing, or co-teaching that actually occurs among university and school-based teacher educators is different from course to course. While there have been examples of co-teaching in the spirit in which it was originally designed, the perspective of school-based teacher educators was that the practice hasn't flourished and to a large extent has died out in Gorham, and in Fryeburg most school-based teacher educators are either teaching courses independently or team teaching with other colleagues from the district. Unless they are the sole instructor for the course, the site-based instructors didn't sense real ownership or control of the courses; they felt they are there mainly to provide the perspective of practice in the schools. Some were disappointed in being left out of faculty meetings and not being considered an equal partner, while others felt little connection with USM. The issue of compensation tends to compound the feelings of secondary status. While teachers have not been assertive in voicing this concern, there is a fair amount of resentment that school-based faculty are not paid as well as the university faculty.

Miller and Silvernail (1994, p.44, 45) acknowledge that USM professors vary as to their recognition of the value of practical craft knowledge in teacher education, and their concern for the integrity of the content taught. As described earlier, faculty in the areas of literacy and mathematics education insured quality control by organizing a cadre of teacher leaders who assumed responsibility for teaching the methods courses in teacher education sites. This seems to have been an effective strategy for addressing the challenge of course delivery in five different sites. In some cases, students report that courses taught by school-based educators are far more useful and challenging than some taught by university faculty.

From the school's perspective the university faculty who are most in tune with schools tend to be the ones involved ETEP. Yet there are a number of issues that

concern both ETEP students and cooperating teachers. The quality of coursework is inconsistent. While some courses were found to be both challenging and practically useful, the general consensus was that university courses needed to have a stronger connection to practice. When rating the ETEP learning experience, one intern estimated that "10% was learned in coursework, and 90% was learned in the classroom with kids. Overall there was a lack of rigor in the program." Although the workload is intense, and interns were always busy, much of it was considered redundant "busy work." One intern's assessment of ETEP coursework was summed up this way, "On a scale of 1-10 with 10 being challenging intellectual work, I never broke a 5."

While the relationships are strong between the individual university and school-based co-site directors, where a great deal of mutual learning has occurred, the reflective culture that has been the hallmark of reform in Southern Maine, is not prevalent within the college of education. Currently there is no quality control, in fact there is little communication across the five sites about course content or instructional methods. Each site has some strong components that could benefit the programs offered in other sites (e.g., the portfolio process and response journals in Gorham, and the team-building process in Fryeburg), but currently there is little awareness of the practices used in other sites. Some initial steps have been taken to address this issue, but it remains a concern. Student interns indicated the need for improvements in the content and format of courses, and in the quality of some professors. Nevertheless, the student interns recognized that the ETEP program was more challenging than most teacher education programs, and acknowledged that some of their instructors were excellent.

The success and strength of the school/university partnership has created a new role and somewhat of a dilemma for the dean of the college of education. He has

worked with the faculty and the university administration to redefine the reward system for faculty scholarship and service to recognize action research on teacher development in school settings. He has learned to become more of an ambassador with the university administration and other departments to support developments occurring in the site-based teacher education program. He has also had to wrestle with the tensions between local autonomy and quality control that is ultimately the responsibility of the university. "School-based teachers really feel empowered to determine what is good practice, good pedagogy, and content knowledge, but it is the university that gives the degree."

USM has never had a strong tradition of research in the college of education, but it is becoming more involved in research. Lower research demands have made possible the commitment to developing effective site-based experiences, which are the strength of ETEP. A new director of teacher education, who has a strong background in research, has begun to change expectations in this area. For example, USM is one of three universities in Maine participating in the Outcomes Project for Teacher Education, sponsored by the Maine State Department of Education and the National Association of Boards of Education. The university has also made a commitment on a larger scale to evaluate the effectiveness of the ETEP program. USM has joined NEA's Teacher Education Initiative Evaluation, committing to take part in a five-year longitudinal study.

Causal Analysis

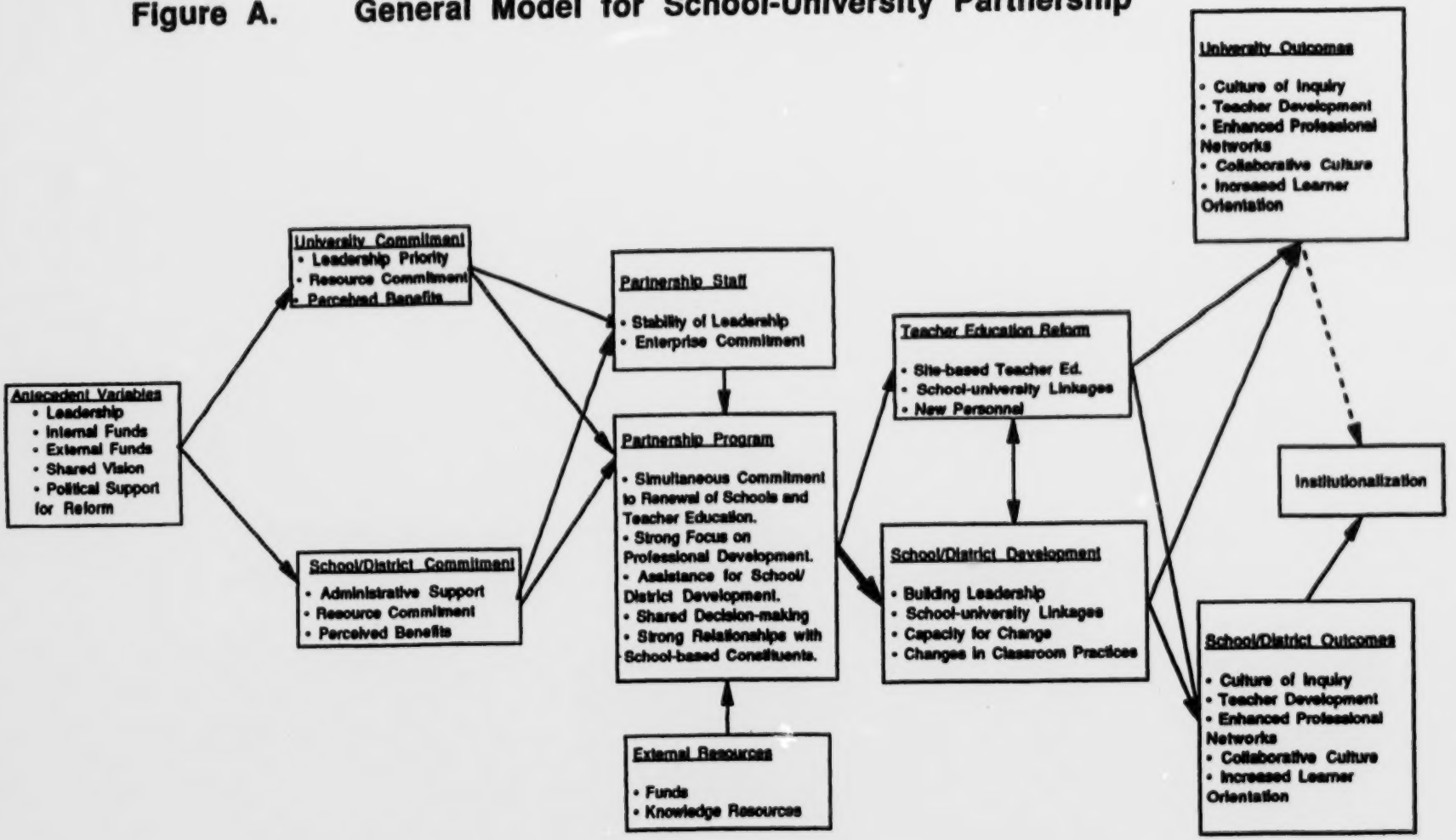
In an attempt to find an economical way of summarizing the development of this complex reform initiative a "causal network" (Miles & Huberman, 1994) was constructed. One purpose for constructing a causal network is to raise the level of abstraction beyond specific events and individuals, to an inferential level that can be used to generate more general explanations across cases. The causal network tries to

put on one page the main factors, and the effects that have been influential within each site. For each case a list of variables was generated that seemed to be important in the development of the partnership. For the cross-case comparisons, the lists from each of the three cases were compared and common variables were identified that were empirically meaningful in all cases, allowing for some case-specific variables that were particularly important in a given site. A core set of 25 variables was produced. The model of school-university partnership that was derived from generalizing across the three sites is displayed in Figure A. The 25 variables are grouped into ten thematic categories. The variables were then arrayed temporally as in a path model. The general model describes the key ingredients that seemed to be critical to the partnerships formation, it's development, and the outcomes of the collaborative arrangement.

The construction of the causal network was a useful analytic tool for sorting out the major factors and assessing their impact in the overall reform effort. However, many readers find the complex chart difficult to decipher. For the interested reader the complete causal network for Southern Maine and the accompanying narrative explanation can be found in Appendix III-A. A simplified explanation is provided here to outline the logic of the analysis.

The antecedent variables that were most significant to the formation of the Southern Maine Partnership are listed in Table 3.1. As displayed, different factors were influential in different organizations, but it was the combined impact of the various factors that led to the formation of the school-university partnership. The factors that stimulated the schools entry into the partnership were a combination of pressure and support (Huberman & Miles, 1984) in the search for solutions to growing concerns and the opportunity to get some assistance in tackling tough issues. The pressure came from two sources. The State had recently passed two

Figure A. General Model for School-University Partnership



BEST COPY AVAILABLE

Table 3.1. Antecedents to Partnership Formation in Southern Maine

Antecedent Variables

School/ School District	Political Support	University Leadership	District Leadership	Turbulence	External Funds	Internal Funds	District Renewal	External Network
Gorham School District	+	+	+	+	+	+	+	
White Rock School			+	+				
Gorham High School			+	+				
SAD #72	+	+	+		+	+		
New Suncook School			+		+			

Antecedent Variables

	Political Support	University Leadership	District Leadership	Turbulence	External Funds	Internal Funds	District Renewal	External Network
University	+	+	+		+	+	+	+

KEY
+ Contributing Factor

BEST COPY AVAILABLE

mandates, one reshaping teacher certification in the state, and one defining learning outcomes for K-12 students. This happened during a period of economic hard times, when teachers were disgruntled about low pay and poor working conditions. The support for change came from several sources. District leadership in Gorham initiated a study to identify child development needs within the district, marking the beginning of district renewal. The availability of external funds from the state for reform supported this effort. Similarly in SAD #72 the superintendent supported school renewal. When a faculty member from USM, with the support of the dean of the college of education approached the superintendents about the possibility of a partnership, all parties were willing to invest in a collaborative effort to improve schools and teacher education.

The university was also motivated by the political mandate to change the state's teacher certification requirements. A faculty member who had an existing relationship with John Goodlad was aware of a new initiative Goodlad was developing to stimulate school-university partnerships. With support from the dean, district leadership and both internal and external resources committed to school reform, the new partnership was launched in 1985.

Over the course of its ten year history, the success of the partnership and the associated developments within the university, school districts, and individual schools were due to a number of factors, most notably stable leadership (see the explanation of leadership stability on p.) within each of the institutions, the volume and variety of sustained professional development opportunities, and the development of a reflective culture that supported continuous improvement. Table 3. 2 lists the major variables that have contributed to education reform, first within the schools and school districts, and then within the university teacher education program and its graduate programs.

Table 3.2 Contributing Factors to Partnership Development and Education Reform in Southern Maine.

Intervening Variables

School District /School	Shared Vision	Partnership Involvement	Professional Development	Reflective Culture	External Funds	District /Building Leadership	Partnership Leadership	USM Leadership	Teacher Leadership Opportunities	School Development	District Renewal	External Contacts
Gorham School District	+	+	+	+	+	+	+	+	+		+	+
White Rock School	+	+	+	+	+	+	+	+	+	+	+	+
Gorham High School	+	+	+	+	+	+	+	+	+	+	+	+
SAD #72[1]		+	+[1]		+[1]		+	+	+[1]		+[1]	+[1]
New Suncook School	+	+	+	+	+	+	+	+	+	+	+[1]	+

[1]SAD #72 has experienced numerous leadership changes during the history of the partnership. District leadership invested in the SMP in the early days. While consistently a member the district-wide involvement has been uneven. New district leadership in 94-95 school year has stimulated recent district renewal.

Intervening Variables

University	Shared Vision	Partnership Involvement	Professional Development	Reflective Culture	External Funds	District /Building Leadership	Partnership Leadership	USM Leadership	School Development	District Renewal	Professional Networks
Teacher Education	?	+	?	mixed	+	+	+	+	+	+	+
Graduate Programs	?	+	+	+	-	+	+	+			+

KEY
+ Contributing Factor
? Unknown

The formation of the Southern Maine Partnership began with the shared vision of an organization as "a devise for bringing together institutions that need each other for the solution of tough problems" (Miller & O'Shea, in press). The vehicle created for addressing these problems turned out to be a powerful source of professional development for all participants. The SMP began with educator focus groups which established norms of critical reflection in a trusting, supportive environment. These norms became so pervasive in the schools studied, that they have become the modus operandi for all professional learning. A great deal of professional learning now occurs among colleagues in their building and district renewal efforts, but the variety and intensity of professional learning opportunities available in Southern Maine has also had a substantial impact on the professionalism of educators. Beyond the educator focus groups the SMP has supported educator learning through its sponsorship of numerous school renewal efforts: the assessment mini-grant project, guest speakers, conferences, Foxfire, and by facilitating connections with a number of professional networks, (e.g., Goodlad's Network of Educational Renewal, the Coalition of Essential Schools, NEA). In addition, funding provided by, or secured with assistance from the SMP, has provided critical support giving educators time to learn.

In a consistent effort the two districts have also provided opportunities for professional learning and teacher leadership through curriculum committees, teacher-scholar positions in Gorham, and leadership roles in district-wide renewal efforts: ATLAS in Gorham, and ARISE in SAD #72. These comprehensive renewal efforts have also expanded educators' professional networks in these districts to include Project Zero, the School Development Program, Education Development Corporation, and RMC Research.

Similarly, the university's renewal efforts have been aligned with, and

Table 3.3 Contributions to Educator Professionalism in Southern Maine

Dimensions of Professionalism	SMP Discussion Groups	Reflective Culture	Intensity of Professional Development Opportunities	Site-based teacher education	USM Graduate Programs	Teacher Leadership Opportunities	Building Renewal Efforts	District Renewal Efforts	External Contacts
Culture of Inquiry	+	+	+	+	+	+	+	+	+
Teacher Development	+	+	+	+	+	+	+	+	+
Collaborative Culture	+	+	+	+	+	+	+	+	+
Expanding Professional Networks	+		+		?	+	+	+	+
Client Orientation	+	+		+	+	+	+	+	?

KEY
+ Contributing Factor
? Unknown

provided substantial support to the growing professionalism of educators in Southern Maine. While the reflective culture and shared vision of education renewal are not pervasive throughout the entire college of education, a core of faculty have assumed prominent leadership roles in improving education in both the K-12 and university system. The site-based ETEP program has been an important source of professional development and leadership opportunities for both university-based and school-based teacher educators. USM's graduate programs in Instructional Leadership and Educational Administration have also stimulated and supported many of the curricular reforms undertaken in the two districts. A number of graduates of these two programs have emerged as leaders within school and district reforms.

The synergy and integration of renewal efforts across organizations have significantly enhanced the professionalism of educators in Southern Maine. Table 3.3 displays the influence of these efforts on five indicators of educator professionalism: developing a culture of inquiry, ongoing teacher development, a collaborative culture, expanding professional networks, and a strong client orientation toward the multiple clients within education — to the children, to colleagues, to prospective teachers, to the community, and to the teaching profession as a whole. The most obvious observation is that all of these factors have made a contribution to increased professionalism. The power of the many learning opportunities is increased when built upon the reflective culture that has developed within the exemplary schools and school districts in Southern Maine, and when the learning experiences are numerous and have a coherent focus (e.g., performance assessment for students, teacher interns, and experienced teachers), when they reinforce one another (e.g., curriculum integration and articulation within schools, districts, and SMP discussion groups), and when there are regular "conceptual inputs" (Huberman, 1995) from external contacts.

Table 3.4 Changes in Southern Maine

	Transitory Changes		Durable Changes	
	In Individuals	In Organization	In Individuals	In Organization
Within Partnership	•Participation levels change depending on need.	•Issues addressed change according to interests and needs of participants.	•Emergence of Teacher leaders within partnership, districts, and schools	•Collaborative Culture •Commitment to Inquiry •Strong Professional networks •Alignment of learning outcomes across orgs.
Within Schools/ District			•Changes ininstructional practices. •Emergence of teacher leaders (teacher - scholar position, site-based ETEP coordinators).	•Collaborative Culture •Commitment to Inquiry •Strong Professional networks. •District alignment of outcomes. •New curricula •Block scheduling •Built in professional development to school week, •Paid volunteer coordinator in district •Restructured grade level arrangements in schools, K-12 articulation in curriculum & assessment.
Within Teacher Education	•Each year adjustments are made based on feedback & suggestions from previous year's participants.	•Scheduling to adapt toschool schedules.		•School-based site coordinators for ETEP. •Integration of student interns into schools. •Site-based teacher ed. Classes. •Full-time director of ETEP
Within University				•Recognition of field-based action research in reward structure •Decrease in size of teacher education enrollement

In addition to the impact on educator professionalism, the study was also interested in the institutionalization of these reform efforts. Table 3.4 summarizes both the transitory and durable changes that have been produced in more than ten years of reform in Southern Maine. A significant number of these reforms have become routine practices, moving from temporary external funding during the developmental phases to becoming regular allocations in district and college budgets.

Table 3.5 Systemic Alignment in Southern Maine

	Partnership Organization	Within University	Gorham Preservice	Fryeburg Preservice	School District #1 Gorham	White Rock School Elementary #1	Gorham H.S. H.S. #1	School District #2 Fryeburg	New Suncook Elementary #2	Alignment
Vision of Learning	•Developing Professional communities where members are accountable to each other. •Place to raise questions	•To facilitate thinking in a more conceptually advanced way	•Based on ETEP outcomes •interns develop personal vision of teaching and learning; build body of evidence.	•Based on ETEP outcomes and •interns develops their platform, their vision of teaching and how to achieve it	•To improve student learning, based on Gorham's Essential Outcomes - K-12 articulation	•Doing what's best for kids	•Knowledge for Life - self-directed, life-long learners, •acquisition of essential knowledge and skills	•Focus on student outcomes - accountability	•Clear focus on children's learning	•Consistent focus on improving learning outcomes
Leadership	•Strong - well respected - •empowers educators - No hierarchy	•Consistent vision but not high profile. •Facilitator •advocate for Teacher Ed.	•Strong - very school oriented •accessible	•Strong -school oriented, •collaborative decision-making. Mentors - continual learners	•Strong - supports teacher leadership. Active role in district articulation	•Strong among teachers -- they run the school - 1/2 time principal - supportive	•Strong among teachers, several leaders, Innovators	•Keeper of the vision, •provide time, resources. Develop other leaders	•Strong - well liked, respected, •empowers staff. •Significant teacher leadership	•Strong leadership. •Supports leadership development in others. •Highly collaborative
Professional Development Strategy	•Originally - focus groups, discussion, reflection. Now, more restructuring projects •Professional networks	•Learn from work in schools •Portfolio Projects •Attend conferences •Maine Outcomes Project	•Immersion in classroom, regular •feedback, •coaching, •Participating in restructuring	•Immersion in classroom, •Community workshops, •Participation in restructuring	•Teacher leadership opp. •Summer Institutes, •BMP, •ATLAS Staff Development team	•Building based, •Sharing - constantly learning •"Working Party" approach	•Most effective is building-based sharing, •Working Party Approach	•ARISE - •Combination of building-based and whole district	•Building-based sharing, •collaborative research, •University courses, •ongoing critical dialogue	•Learning through collaboration with peers •Professional Networks
Opportunities to Learn	•Multiple opportunities, •Discussion groups, •guest speakers, •Institutes, •Research grants	•Support for attending conferences	•Lots - not enough time to fit it all in. •Many opps. in all aspects of school. •Cohort model •Immersion in classroom	•Lots, but not enough time, •Immersion in classroom, •Cohort Model	•ATLAS - gift of time - has provided many •SMP opps. •Connection with ETEP, •Foxfire, •USM	•Lots - teachers always getting involved in everything - push each other to excel (see district)	•Lots - building-based, •USM connection	•Connections with SMP, USM, ETEP. •Community workshops, •ARISE - gift of time	•USM, ETEP •Lots - Sharing within school, •university courses, • district leadership opportunities	•Gift of time important, but commitment exists without it

	Partnership Organization	Within University	Gorham Preservice	Fryeburg Preservice	School District #1 Gorham	White Rock School Elementary #1	Gorham H.S. H.S. #1	School District #2 Fryeburg	New Suncook Elementary #2	Alignment
Research & Inquiry Base	•Reflection, •Discussion of accessible literature: Ed Leadership, PDK, Books •Action research, and assessment projects	•Improving, but not strong. •Quality control an issue •little basic research	•Reflection through journals and portfolios •little in-depth study of literature - •exposure	•Reflection, some exposure, but little in-depth study of literature. •Introduction to action research, but not rigorous	•Reflection, •Strong network, •School staff critical consumers	•Knowledgeable, critical consumers •conducting their own studies	•Knowledgeable, critical consumers, •conducting their own studies	•Mixed - starting to grow across schools. •Piloting a new computer system •conduct own studies	•Critical Consumers •Working at using information better - data-based decision making.	•Knowledgeable Critical Consumers, •reflective, •little empirical research
Communication	•Regular communication with member schools	•Little cross-site, communication or within site among course instructors	•Strong, improved significantly in last couple of years. •Feedback listened to	•Strong, Feedback listened to. •Insufficient feedback to interns.	•Good, working on electronic network. •Many district committees	•Very strong teaming through informal before and after school	•Pretty strong, •some balkanization, but significant involvement of majority	•A challenge - working on electronic network. •Many district committees	•Very strong - •weekly meetings. •Lots of teaming	•Mixed - strong within districts, schools and BTEP sites. •Weak within university, across BTEP sites
Organizational Arrangements	•Flexible - loosely structured. •Adaptive to needs changing	•Reallocate faculty to site-based courses, •reallocate funds to support district site coordinator •Reward structure changes. •Stringent admissions.	•Keep adjusting course schedule to facilitate learning	•Keep adjusting schedule to facilitate learning	•Articulation of K-12 - Essential Outcomes	•Multi-age 1,2,3. •All school meeting every morning	•Block schedule, •student choices, •performance assessment •schedule changes to support professional development and student learning	•Lengthen school day for early release, Wed.	•Multi-age K-1, 2 •inclusion •parent involvement	•Aligned and flexible to support student learning
Relationships	•Powerful professional network, •support, non-threatening, •mutual respect	•Strong relationships with schools, co-ownership. •Reciprocal learning. Co-teaching - not real partnership.	•Strong relationship with schools	•Strong relationship with schools •Expanding to other districts	•Strong professional networks, inside and out. •K-12 coordination	•Very collaborative, •strong and inclusive	•Change agents, well respected teacher leaders. •Harmonious, collaborative groups - Dept. & Committees	•Changing - new respect for teachers' expertise. •More sharing across district	•Very strong, community support	•Very strong, collaborative and non-hierarchical. •Mutual respect

BEST COPY AVAILABLE

Conclusions

Returning now to our original conceptual framework, what have we learned about the systemic impact of the school-university partnership? A summary of our understanding is captured by a closer examination of the alignment of each institution along eight critical dimensions. These factors, Vision of Learning, Leadership, Professional Development Strategy, Opportunities to Learn, Commitment to Research & Inquiry, Communications, Organizational Arrangements are summarized in Table 3.5. A ninth factor emerged during the course of the study and has been added to this discussion, that is the important of Personal & Professional Relationships in making partnerships work.

Vision

The Southern Maine Partnership began with the dual agenda of the renewal of teacher education and schools. It has been guided by a vision oft he teaching profession as a dynamic investment in continuous learning. Within the Partnership, the Network of Renewing Schools is a group of SMP schools that are committed to school-wide renewal and restructuring. The focus on student learning is evident in the member schools commitment to:

- Rethinking curriculum, instruction, and assessment with emphasis on how students learn
- Developing and using assessment tools appropriate for new conceptions of teaching and learning
- Staff development approaches based on adult learning and active intellectual engagement with issues
- Rethinking the organization of the school with the goal of improving the learning environment for students and the professional environment for teachers

- Exploration of roles for parents, businesses and community members as partners in education
- Evaluating renewal efforts and their benefits to students.

The Mission Statement of ETEP states a belief that the process of teaching is actually a process of learning. "Effective teaching is grounded in knowledge, experience, critical reflection, and a commitment to preparing children and youth for the future. Such teaching encourages inquiry that leads to independent thinking. Teaching is a complex enterprise. It is an art, a craft, a science, a collection of skills, and common sense. Teachers and student together foster a lifelong pursuit of learning which encompasses personal growth and global awareness." (emphasis added.)

In Gorham, an important aim of the program is for each intern to develop a personal vision of teaching and learning. They want interns to know their students and how they learn. That is the reason they emphasize the inclusion of student work in their portfolio to ensure that the prospective teachers' vision of teaching is based on student learning. (Emphasis added.)

In Fryeburg, as evidenced in New Suncook School, the focus is on children's learning. Both district initiatives, ATLAS and ARISE are committed to improving student learning outcomes. The consistent theme across all organizations in the partnership is a strong commitment to enhancing student learning.

One student teacher observed that the most impressive thing in Gorham is the kids' self-esteem — "the way they reflect on their own learning — it's unbelievable!"

Leadership

There have been a number of leadership changes during the ten years of this partnership and thus far the college of education, the Southern Maine Partnership, and ETEP have been resilient to leadership changes, largely because the critical functions of leadership remained the same, even when individual leaders changed. The philosophy of

education was amazingly similar from one leader to the next. The new dean's philosophy was compatible with his predecessor's. There has been a consistency in philosophy and collaborative attitude among the two directors of the SMP, both placing a high value on teachers' expertise. Leadership in the schools is broad based, with many teachers assuming critical leadership roles in both building and district initiatives, making changes in leadership less disruptive. For example:

The principal at White Rock had a lot of faith in the teachers and he was really committed to empowering them. He would never make decisions; he made them make them. He would always tell them "it's only going to work if you work it out." Teachers remarked that, "Sometimes it was really frustrating, but it was good for us. We really grew. It encouraged discussion and we learned how to work together." When they learned that they wouldn't have a principal the following year due to budget cuts there was no panic. When asked if they needed one, they said, "no, the teachers already run the school."

What was important among all of the leaders was not just individual characteristics, but rather the embodiment of many ingredients which were necessary for sustaining the partnership and fulfilling its mission. Effective leadership was characterized by a consistent vision, providing direction within one's own organization, as well as building bridges between organizations that have mutual goals. This required attention to local norms and local concerns and building structures within the partnership that were responsive to the needs of all members. Effective leaders developed extensive networks and worked at strengthening those relationships to increase both commitment to the cause, and the potential for securing additional resources. Commitment among the various constituencies was developed by providing opportunities for all sectors to be involved in a substantive way, ensuring reciprocity of benefits, and encouraging leadership development in others. Individual leaders, while major influences, were able to "fade" into the background once they had established new norms and behavioral patterns to routinize new ways of working within and across organizations. And yet, they were also astute enough to recognize when it was necessary to step back into leadership roles to maintain a

focus on the goal, or to establish new directions.

Professional Development Strategy

The impact of the traditions of critical reflection within the Southern Maine Partnership on the culture of member districts and schools studied is evident. Norms of collaboration, critical dialogue, and reflection among peers were acquired early on in Partnership activities, particularly in the educator discussion groups. These same norms are now operant within individual schools, where peers within one's own building are now the dominant source of professional development. One teacher noted that, "some of the best inservice training we have had was teachers within the school to put on a bunch of mini workshops that their colleagues could choose from. They seem to really value the voice of experience."

The strong professional network that has developed both within Maine among teachers across schools and across districts through Partnership activities, and across the country have also been important sources for growth for districts, schools, and individual teachers. These network resources have also helped create many new roles for teacher leaders.

Mentoring future teachers has also been an important vehicle for professional development. In addition to sharing new ideas, many teachers found it stimulated self-reflection and improved their own practice. Experience with professional development opportunities have been incorporated into the ETEP student's learning experiences as well, socializing them into the practice of on-going learning. One student teacher remarked that she was impressed with the way her cooperating teachers were constantly learning: "the way they dialogue with each other, share ideas, constantly looking for new ideas, they go to workshops, they even listen to my ideas."

Opportunities to Learn

The gift of time to learn has been a critical factor in the ongoing professional development of educators in Southern Maine. This gift has often been the result of temporary grant funds, but the recognition of the importance of time for learning is seen

when districts build into their schedules regular times for teachers to meet, and in the institutionalization of positions like the teacher-scholar positions in Gorham, and the ETEP school-based site coordinators. The commitment to ongoing learning exists without money to "buy time," because the focus of the learning opportunities are so closely tied to issues that are critical to what they do — they are focused on teaching and learning.

The Southern Maine Partnership provided important opportunities for university faculty to learn as well. Because of the close ties with schools and districts the university teacher educators share in many of the same learning opportunities with their school-based counterparts. Within the college itself, few formal opportunities have been developed to address faculty development, however some recent opportunities have developed through the State's Outcomes Project for Teacher Education, and participation in a professional network focused on the use of portfolios in teacher education.

Research & Inquiry Base

There is a strong tradition in Southern Maine of engaging in critical dialogue and reflection — once again, the legacy of the early educator discussion groups. Some schools are becoming more involved in action research, and evaluation of their programs. School-based educators are knowledgeable, well-read, and quite critical consumers of research. Exposure to a broad range of national efforts in school reform has been a significant factor, as have USM's graduate programs. Teachers at New Suncook, White Rock, and Gorham High School all cite their graduate study as having been a major source of professional learning.

The training in inquiry and action research that exists in the teacher preparation program is not rigorous, and in some cases is completely absent. Where journals are required, they are a valuable tool for reflection, but they are used inconsistently from site to site. Student teacher portfolios are also a tool used to stimulate self-reflection to varying degrees, depending on the structure and intended purpose of the portfolio. In Gorham the focus on building a body of evidence to document teacher development provides the structure for guiding critical reflection about one's own learning.

The tradition of self-reflection remains much stronger in the school and in their

intersection with university faculty than within the college of education itself. Within the college, little time is devoted to empirical research. It is surprising how little documentation exists, given the ten year history of this remarkably successful partnership venture in education reform.

Communication

Communication is quite strong within the districts, schools, and within individual ETEP sites. This is in part due to the small scale of schools in Maine, and the lack of bureaucracy, but also due to the commitment to school improvement efforts. Innovations have spread rapidly, (e.g., the Curriculum Unit Planning Template described in the next section). Both districts have made strong efforts to increase parent and community involvement in education.

Gorham is now linked electronically, and there is a significant effort to keep educators and the community informed. Fryeburg is working on connecting all the schools in the district through a computer network. The distance between schools there has made communication among schools difficult in the past. The two district reform initiatives ATLAS and ARISE provide a focus for communication across schools in the district.

Although within each ETEP site there is strong communication among coordinators, cooperating teachers, and student-teachers, within the college there is little communication between ETEP sites. There is little awareness of other sites' programs, and little quality control across the program. Some initial steps, have however been taken to address this issue.

Organizational Arrangements

As displayed in Table 3.5, reading across the rows, considerable alignment has occurred among the state, the university, school districts, and individual schools in their reform efforts. One striking example has been the work on assessment of student outcomes. Conversations about student outcomes have been stimulated by the leadership and funding provided by the SMP, and district restructuring efforts: ATLAS in Gorham (Authentic Teaching, Learning, and Assessment for all Students) and ARISE in Fryeburg (Assessing,

Reflecting, Integrating for School-based Excellence). In Gorham these efforts were further supported by district leadership who promoted teacher-scholar positions, summer curriculum work, and teacher-led staff development.

In Gorham the K-12 outcomes are being developed through a cycle of experimentation, reflection, feedback and revision by teachers working together throughout the school year and during summer institutes. The ATLAS initiative has become a coordinating mechanism for engaging people in discussions about just what is the job of a teacher. Internal committees and external interactions through various nation networks (NASDC, Goodlad's Network, Foxfire) are working in tandem to engage the staff, student teachers, and parents in various aspects of this work. A portfolio system is being designed to provide meaningful documentation of student progress towards meeting the district outcomes. Portfolios provide the foundation for a conversation between the child, parent and teacher around the quality of student work. This year Gorham instituted 30 minute parent-teacher conferences at all grade levels that include the student presenting his or her portfolio collection.

The emphasis on student outcomes is consistent with the emphasis on outcomes in the ETEP program. Parallel performance standards have been developed for the ETEP program outlining what a student-teacher should know and be able to do, based on the INTASC (Interstate New Teacher Assessment and Support Consortium) standards. The outcomes are used to evaluate student teachers throughout the year in an on-going dialogue about the student intern's development as a teacher. Advisers and mentor (cooperating) teachers use the outcomes as a guide for providing feedback, which are also the standards used to certify satisfactory completion of the preparation program. Many cooperating teachers indicated a real strength of the program is the set of clearly defined learning outcomes. Although the outcomes are well-defined and given the cumulative nature of the assessment process there are no surprises at the end of the program, ultimately the evaluation is based on the subjective ratings of university and school-based supervisors.

ETEP has also instituted student teacher portfolios as the foundation of their

assessment program. The portfolios are a compilation of evidence documenting the students growth and attainment of the outcomes. As a process it is designed to stimulate self-reflection and be a source of professional development for the student. Student-interns commented that the portfolio development was a valuable self-reflection tool.
One significant outcome of the ETEP program that has been documented is a marked increase in hiring rates of ETEP graduates, even though the job market in Maine has been extremely competitive in recent years.

The districts and schools are participating in a number of national networks to design teacher outcomes that are connected to student outcomes. A number of experienced teachers are developing professional portfolios to be used in teacher evaluation, as well as to stimulate reflection and professional growth. USM faculty members have worked closely with the schools on these developments, often in a role of mutual learner as well as in an instructional or facilitator role.

Another significant example of the systemic impact that has been achieved through Gorham's K-12 district alignment efforts is the curriculum planning template. During the ATLAS Summer Institute in 1994, forty teachers, (mainly elementary) developed a tool to assist teachers in planning curriculum units, and to facilitate the district's K-12 curriculum articulation. Student teachers were introduced to the tool both through ETEP classes, and via their cooperating teachers.

Early in the year the ETEP students attended joint workshops with district teachers to learn about the templates and the rubrics. Seeing it widely used in the schools they found it was a useful tool for communicating with cooperating teachers. Its intended use is for large unit planning, not for individual lessons. Lesson plans come from it. The template requires the user to identify the Theme, Essential Questions, Goal for Understanding, Composition (writing objectives), Knowledge & Skills, Tools & Resources need for the unit, Culminating Project, and Assessments. Once the student interns became comfortable with using the tool, they came to recognize the value of planning backwards from outcomes. They indicated that they found it useful to test their plan for completeness and coherence.

One of the student-interns relayed the following observations about the introduction and implementation of this and other innovations in the district:

> Teachers were overwhelmed at the beginning of the year with all the ATLAS changes. There was a meeting in the beginning of the year where they were introduced to exhibitions and benchmarks, and the curriculum planning template, and the writing process rubrics, etc. In some ways I think teachers felt that a lot was being forced on them all at once. There was, however, a lot of support for teachers to learn these new things within the district and their own buildings, with help from the on-site ATLAS site developers. There was sort of a sense that teachers were willing to do a lot of this because they were so focused on kids. If it was good for kids, they would do it.

Relationships

Miller and Silvernail (1994) noted the centrality of personal and professional relationships in USM's reform of teacher education. These relationships were built on frequent interaction, shared work, common interests, and continual dialogue. The university and the districts share a history. They had been involved together in the Southern Maine Partnership before the teacher education agenda was introduced. "The model is clearly not a product of rational linear planning, but what they have called "systematic ad hocism" (Miller & Wolf, 1974). Having a general map, but not a detailed itinerary, similar to Fullan's (1993) "Ready, fire, aim" approach. As Fullan describes the process, you begin with a plan or vision of what you want to accomplish, then you develop an idea and pilot test it — you try it out (the "fire" part). Then you reflect on the outcomes, evaluate the effort (aim), adjust, and try again.

The legacy of this long-term participation is a strong network of professional contacts to draw on for future development. In many ways, success breeds success through the development of extensive professional networks within the Partnership, that help to

establish contacts with professionals around the country. For example, the Partnership's origins grew out of an existing relationship between the founder and John Goodlad. The SMP became one of the original sites in Goodlad's Network of Educational Renewal. The portfolio project in Gorham was influenced by their relationship with Harvard's Project Zero (through established relationships of the district superintendent) as early as 1988. The discussions about improving assessment of student work was additionally supported by the Southern Maine Partnership's assessment mini-grant project, and Gorham's involvement in the ATLAS project. ATLAS has been a major initiative that enabled Gorham to build on the substantial groundwork that had already been done.

It is, however, relationships among educators within the multiple partnerships — the SMP, ETEP, USM-district collaboration — that have established its strong collaborative culture. Much of this can be traced back to the norms of reflective practice that provided the foundation for the original educator discussion groups in the early days of the SMP. Those norms continue to prevail among the faculty of individual schools, and across schools in district renewal efforts.

Those norms have also been embedded into the collaborative development of each ETEP sites studied. School-based educators gave a lot of credit to the ETEP site coordinators in both Gorham and Fryeburg for the program's success. The coordinators connect well with schools, they listen to feedback, and act on suggestions to improve the program. Most important to school-based faculty, the coordinators have demonstrated that they value the wisdom of practice expertise and the contribution of school-based teacher educators.

The strength of these relationships have also resulted in a blurring of institutional boundaries. Because of the overlap of USM faculty leadership and participation in both the SMP and college programs, many school and district educators have come to see the Southern Maine Partnership and the college of education as one and the same. It is possible that some confusion of the roles of these two organizations has occurred in this report as a result of the extensive intermingling of the programs that has occurred and the integration of reform efforts in the lives of educators in Southern Maine.

References

Cuban, L. (1984). How teachers taught: Constancy and change in American classrooms, 1890-1980. New York: Longman, Inc.

Fullan, M. G. (1991). The new meaning of educational change. New York: Teachers College Press.

Huberman, M. (1995). Professional careers and professional development. In T. Guskey and M. Huberman, (Eds.) Professional development in education: New paradigms & practices. (Pp.193-224). New York: Teachers College Press.

Huberman, M., & Miles, M. (1984). Innovation up close. New York: Plenum.

Miller, L., & O'Shea, C. (In press). Partnership: Getting Broader, Getting Deeper. In Ida Oberman (Ed.) Professional development in the reform era, New York: Teacher College Press.

Miller, L., & Silvernail, D. L. (1994). Wells Junior High School: Evolution of a professional development school. In L. Darling-Hammond (Ed.) Professional development schools: Schools for developing a profession, (pp. 28-49). New York: Teachers College Press.

Miller, L., & Wolfe, (1974). *Ask Lynne? It's incorrect in your chapter in Professional Development Schools: Schools for developing a profession.*

Sarason, S. (1990). The predictable failure of educational reform: Can we change course before it's too late? San Francisco, Jossey-Bass.

Sarason, S. (1993). The case for change: Rethinking the preparation of educators, San Francisco: Jossey-Bass.

Schon, D. (1987). Educating the reflective practitioner: Toward a new design for teaching and learning in the professions. San Francisco: Jossey-Bass.

Appendix III-A.

Causal Network

At first glance, figure 3-A looks more like a maze of boxes and arrows, than a coherent flow chart. The accompanying explanatory text should help decipher it. The complexity of the chart is indicative of the complexity of this comprehensive reform effort.

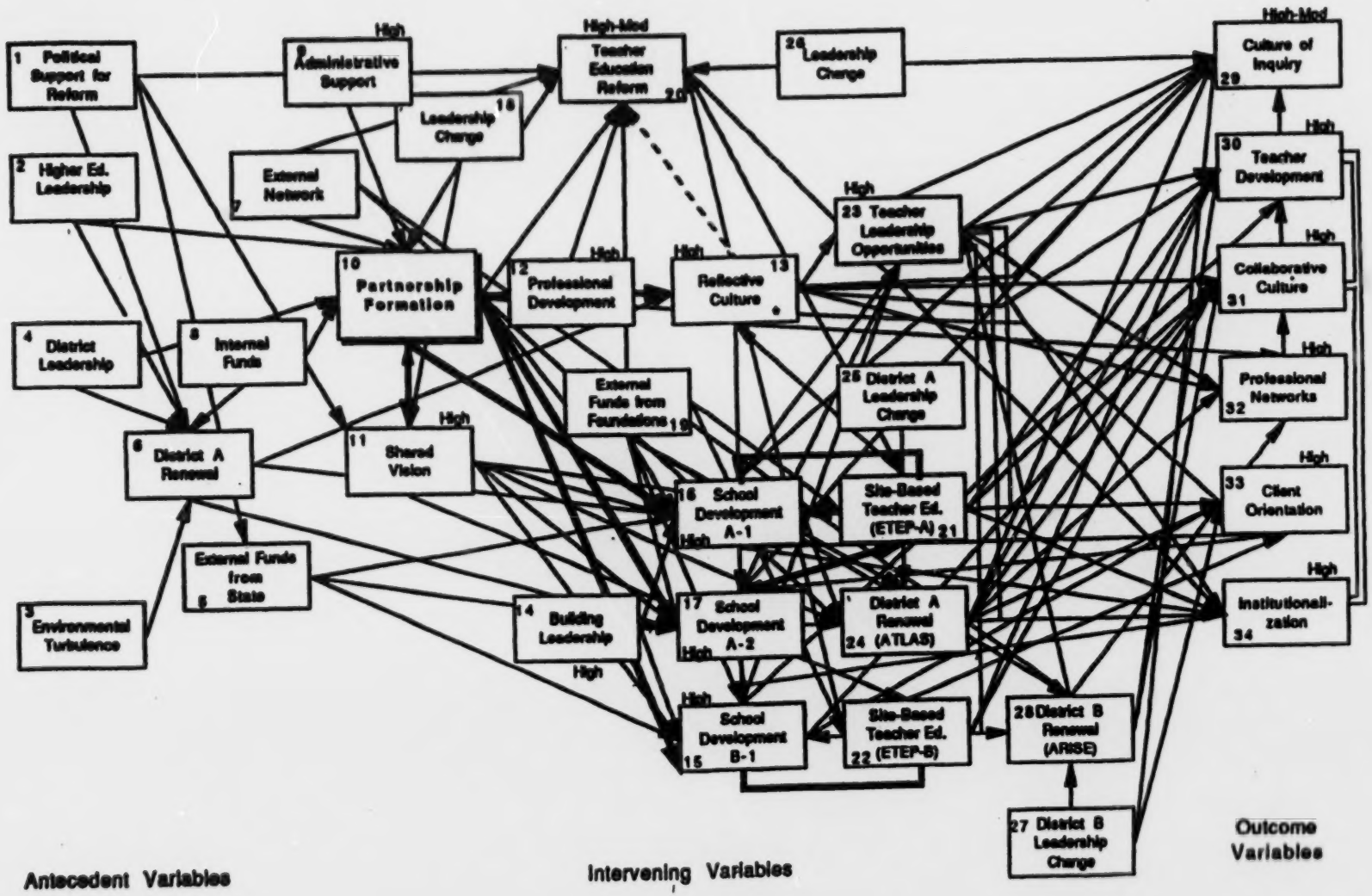
The network begins with antecedent variables on the left (variables 1-9), which led up to the formation of the Partnership. The intermediate or intervening variables describe the evolution of reform, (variables 11-27). The outcome variables are arrayed in the far right column, (variables 28-33). The outcomes of interest in this analysis were five different characteristics of professionalism: a culture of inquiry; teacher development; collaborative culture; professional networks; and accountability. In addition there was concern for the durability or "institutionalization" of these reforms.

There are three dominant streams in the flow chart. The stream along the top of the figure has most of the college/teacher education variables. The stream along the bottom has most of the school district and individual school variables. The middle stream contains the variables that describe the Partnership.

Narrative for Causal Network: Southern Maine

A number of critical antecedent variables stimulated reform on three different fronts. State mandates (1) for reshaping teacher certification, and defining learning outcomes for K-12 students were passed during a period of economic hard times (3), when teachers were disgruntled about low pay and poor working conditions in the schools. This led to parent activation and the election of a pro-school town council, which in turn led to the hiring of a new superintendent (4) in Gorham. Gorham's superintendent (4) initiated a study to identify child development needs within the district (6), marking the beginning of district renewal. The availability of external funds from the state to support reform (5), and new leadership (4) willing to invest (8) in district renewal (6) stimulated change.

Figure 3-A. Southern Maine



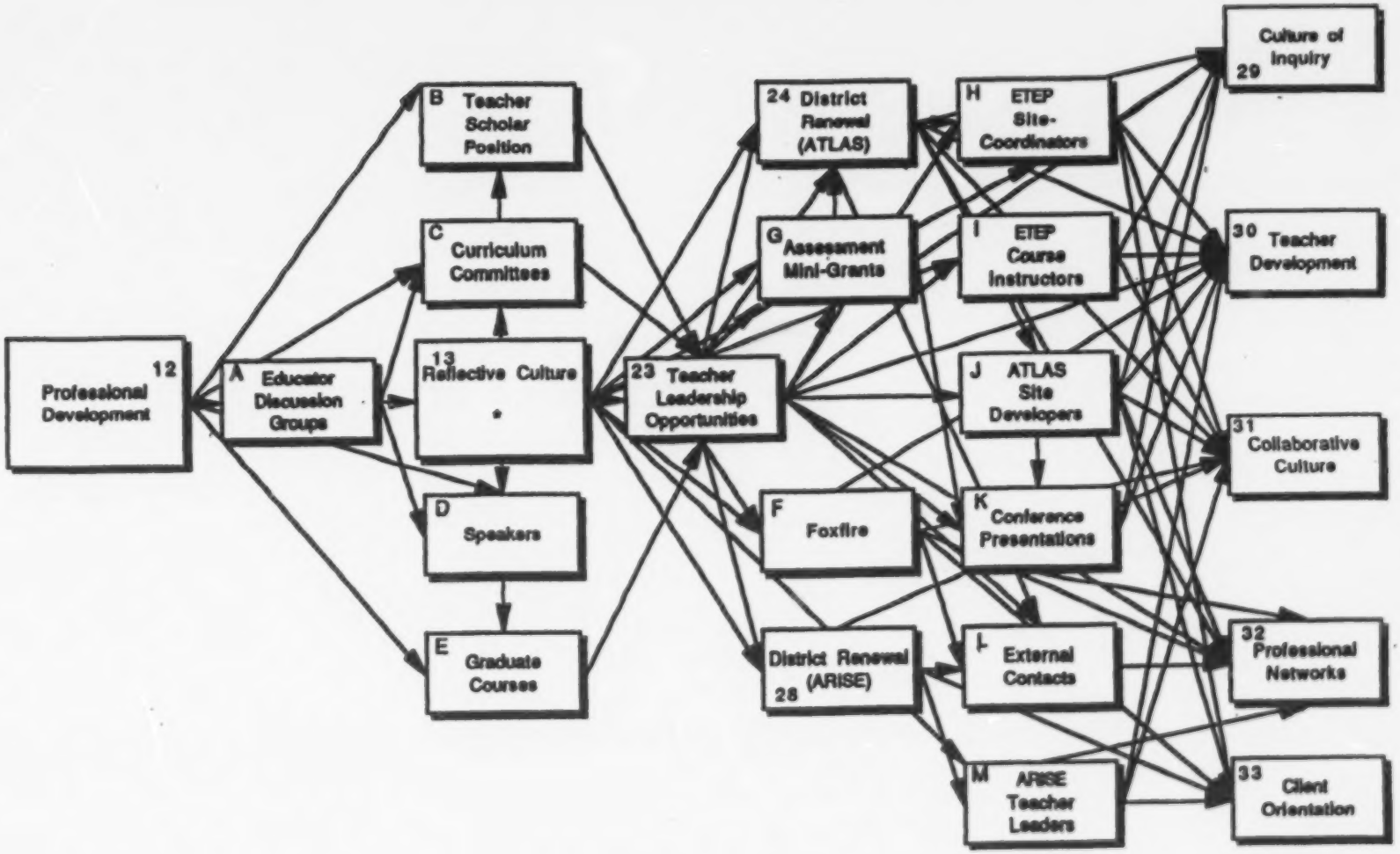
BEST COPY AVAILABLE

One university faculty member's connection with Goodlad's Network of Educational Renewal (7), along with support from the dean of the college of education (2), and the energy for renewal stimulated by the state initiatives (1) led to the formation of a school university partnership (10).

The reallocation of district resources (8) in conjunction with administrative support from the university (9) helped to solidify the partnership, which created a shared vision (11) and a strategy (12) for achieving school reform. The vehicle developed turned out to be a powerful force in this renewal effort. The label "professional development" may be parsimonious, but it obscures the variety and intensity of learning opportunities that have yielded such significant outcomes. A more elaborated chart features those components. The "blow up" in Figure 3-B highlights the extensive network of professional development experiences. The Partnership began with educator focus groups (A) which established norms of critical reflection (13). These norms became so pervasive that they became the modus operandi for all professional learning in the schools studied, whether sponsored by the SMP, in graduate courses at USM (E), or among colleagues within individual schools.

Members of the Southern Maine Partnership have access to numerous and varied professional learning opportunities. District reforms in Gorham (inspired and encouraged by Partnership discussion groups) led to the creation of Teacher Scholar positions (B) in each school, district-wide curriculum committees (C), resulting in new teacher leadership opportunities (23). USM's graduate courses (E) in Instruction Leadership and Educational Administration was also a significant contributor to the development of teacher and administrative leadership (23) in both districts. The joint venture with USM in site-based teacher education created additional leadership roles as ETEP site-coordinators (H), and ETEP course instructors (I). Later the ATLAS project (24) extended the range of learning experiences through district-wide committees and summer institutes, conference presentations (K), and the establishment of ATLAS site developers (J) in each building. In

Figure 3-B. Professional Development in Southern Maine



SAD #72, similar opportunities have developed through the ARISE project (28), in the role of teacher leaders (M).

The Partnership itself provided complementary and supplementary learning opportunities through outside speakers (D), renewal assistance projects such as Foxfire (F), the Assessment Mini-grant program (G), as well as direct assistance in individual school renewal projects. The partnership also played a critical role in developing an extensive network of external contacts with professional networks (32), such as: Goodlad's Network of Educational Renewal; Maine's Innovative Education Grants Program; Maine State Restructuring Program; NEA; Project Zero; The Foxfire Network; the Coalition of Essential Schools, the School Development Program; and more.

These multiple professional development opportunities have accumulatively contributed to increasing professionalism via a greater appreciation for research and establishing a culture of inquiry (29), substantial teacher development in both knowledge and skills (30), a strong collaborative culture in the educational community (31), and strong client orientation to multiple constituencies, including: students, parents, colleagues, and to the teaching profession as a whole.

The Partnership's strong foundation (11,12,13) that met the needs of educators, not only survived a leadership change (18), but the consistent vision (11) helped the partnership continue to thrive. The stimulation and support from the partnership (11) along with the availability of temporary external funds (5), and strong building leadership (14) resulted in significant school development (15,16,17). The partnership (10) with leadership from the university (9,18) began to address reform of preservice teacher education (20). Temporary external funding (19) and significant input from school-based educators (21,22) helped shape the direction of teacher education (20), and produced strong ownership of the program (ETEP) in each district. The ETEP program in each district (21,22) benefitted from the district (6) and school development (15,16,17) that occurred before ETEP, and the schools (15,16,17) benefitted from the interaction with university faculty and student teachers (21,22). Both district renewal efforts have created teacher leadership

opportunities (23). These collaborative efforts have contributed significantly to developing a culture of inquiry (29), teacher development (30) among both school and university teacher educators, the development of strong collaborative cultures (31), and a strong client orientation (33) for the learning needs of K-12 students, and future teachers.

The role of the partnership (10) in both district (6) and school renewal (15,16,17) was to channel the energy of new leadership (4) and initial steps toward renewal (1,5,6) by focusing the vision (11) and providing the vehicle (12,13) to promote educator learning (30). Temporary external funds (19) obtained by the partnership (10) provided motivating learning opportunities (12,13) to support school development (15,16,17). Leadership changes in both districts (25,27) did not disrupt renewal efforts, and in one case (27) provided new opportunities for district renewal (28). The professional contacts (32) developed through the Partnership (10) facilitated the acquisition of additional temporary external funds (19) to further district renewal (25,28) that supported continued individual school development (15,16,17). In addition the mutual development of site-based teacher education programs (21,22) provided reciprocal benefits to both preservice education (20) and teacher development (30) in the schools (15,16,17) through significant teacher leadership roles (23). The intensity of involvement in school development (15,16,17) from multiple sources (10,12,19,21,22,23,24,27,1,5) has contributed to developing a sound research foundation and culture of inquiry (29), substantial teacher development (30), collaborative cultures within schools, districts, and teacher education (31), with a strong client orientation (33). Most significantly, these continuous efforts over a nine year period have resulted in the institutionalization (34) of many professional development opportunities (12,13,21,22,23,24,28,29) which are now built into district and university budgets, and the culture of schools and university-school relations have changed to where collaboration is now a way of life (13,31).

The teacher education reform has followed a similar path, with many of the same factors playing a significant role. Political support for reform from the State (1), combined with the forum for addressing change in the Partnership (10), and input from schools

stimulated the leaders in the college (9,18) to initiate teacher education reform (20). Assistance from temporary external funds (19) enabled the development of site-based teacher education programs (21,22). These school-based partnerships were a significant source of professional development (12) and leadership opportunities (23) for both university-based and school-based teacher educators and have produced strong collaborative cultures (31), and a strong client orientation (33). New leadership in the college (26) is also beginning to stimulate a greater appreciation for, and involvement in research (29). Substantial institutionalization (34) of this innovative site-based program has been achieved as the costs have been subsumed within the college's budget.

The complexity in the chart tends to blur two major streams: district and school renewal, and teacher education reform. The lack of distinct paths is an accurate depiction of these renewal efforts, as can be seen in the considerable overlap in each strand's development. The two efforts have become so integrated into the lives of educators that they no longer view them as separate programs, but rather as essential components of their own professional and school development. This integration speaks to the strength of the partnership (10) — less to the organization itself, than to its spirit (13). This can be seen in the resiliency of this renewal effort through several leadership changes (18, 25, 26, 27), and in its substantial institutionalization (34), changing educational practices in all parts of the system.

IV. Systemic Reform in West Virginia

Impetus for reform at West Virginia University (WVU) came from several sources that coalesced in 1986. The combination of political support, critical leadership, and external funding provided the ingredients needed to kick start reform at WVU. The President of WVU identified the improvement of education in West Virginia through the improvement of teacher education as one of five strategic goals for the University. He wanted this reform effort to be a university-wide endeavor. The dean of the College of Human Resources & Education (HR&E) saw this as an opportunity to do what the faculty in the college had been talking about doing for a long time — redesign the teacher education program. The commitment to reform was reinforced when WVU joined the Holmes Group, a national consortium of universities committed to the improvement of teacher education through the development of Professional Development Schools (PDS) in public schools. The college applied for and received a planning grant from the Claude Worthington Benedum Foundation in Pittsburgh in 1987 to devise a plan for the simultaneous renewal of teacher education and schools. The Benedum Foundation has had a long-standing commitment to the economic development of West Virginia. Education is an essential element in the foundation's comprehensive reform strategy. The foundation chose to support WVU's proposal because it has the only full complement of teacher education courses and inservice education courses in the state.

In the fall of 1988, they received a major three year grant from the Benedum Foundation to pursue three objectives :

1. To reconceptualize those programs that prepare teachers and other education professionals to make the programs intellectually sound and congruent with one another.

2. To establish professional development schools that will bridge the gap between research and practice in the profession.

3. To establish collaborative processes, strategies, and structures that will make these changes last.

(A New Vision for Teacher Education at West Virginia University, p. 4.)

In January of 1989 a Benedum Project Management Planning team was formed, marking the official start of the Benedum Project, the dean appointed the associate dean to be the director of the project and appointed staff to manage the project. The staff was made up of representatives from the College of HR&E, Arts and Sciences (A&S), and public schools. As project work expanded an effort was made to recruit more public school participants. While the planning team served as coordinators, they always "cast their net widely" actively recruiting involvement of all stakeholders within HR&E, A&S, and the public schools. As advocated in the school change literature (Fullan, 1991; Goodman, 1988), the Benedum Project worked to involve as many key people as possible from all the constituent groups to establish a broad-based sense of ownership of the renewal effort.

The university committed $50,000 per year to support teacher education reform. These funds were used to promote collaboration across campus through various professional development experiences. The funds were used to send interdisciplinary groups of faculty members to Holmes group meetings. The Project also sponsored discussion sessions organized around themes to encourage the development of pedagogical content knowledge. The goal was to get faculty to experiment with their university courses to blend the "what" and the "how" of teaching. The university funds were also used to support pilot projects, for example a math professor received support to redesign a math course to actively engage students in critical thinking, focusing on patterns and logic rather than on memorization of principles and equations. Another pilot project was undertaken by a history professor to develop a critical thinking approach to teaching civilization which challenged students to trace the progress of human rights throughout history (Partners for Progress, 1992).

In the first planning year, a diverse group of educators from the university and the public schools were recruited to work on the PDS Planning Grant team. One county superintendent served on the original PDS planning committee helping to establish selection criteria and make recommendation of school-based educators to participate in the

Benedum planning process. The PDS team used a "nominal group process" to elicit everyone's ideas, and to prioritize and consolidate the ideas into a shared vision of the PDS concept. Five Belief Statements were developed to provide a foundation for developing PDSs:

1) All in a Professional Development School are learners.
2) All in a Professional Development School have the opportunity for success.
3) The organization of a Professional Development School encourages all to be empowered.
4) A Professional Development School fosters an environment of mutual respect.
5) A Professional Development School promotes curriculum and instruction that evolves from continual review and that reflects the school's vision.

The planning process included the formation of several Teacher Education redesign committees during the summer of 1989, engaging 46 faculty members from six different colleges and 17 different departments (Phillips & Wolfe, 1991) to focus on seven different areas of concern: pedagogy, philosophy, psychology of learning, general studies, society, students, and teacher discipline. Carefully balancing team composition by grade level, content area, and county representation, the recruitment committee selected about 130 public school personnel to work on the seven curriculum development committees. The committees examined theory, research and practice to make recommendations for a redesigned teacher education program.

Even though all of the committees had representation from many sectors, with so many different committees working simultaneously, communication among all the participants was a challenge. An ad hoc Program Review and Integration Team (PRIT) made up of the chairs of all the committees, was established to coordinate the teams working on the new teacher education program. In October 1989, a retreat was held bringing together the teacher education redesign committee members and the PDS team, to share information and make plans for getting started.

The next two years brought a flurry of activity as a great deal of energy and enthusiasm was mobilized to create the Benedum Project. In the Fall of 1989 the PDS design work and application process was completed and information was distributed inviting schools in four counties to apply to become PDSs. The formulation of each PDS's vision

began as they developed their applications. The PDS selection process selected schools based on their expressed commitment to the five belief statements and an assessment of their potential for putting the beliefs into practice (Partners for Progress, 1991). County Superintendents committed their support through written statements for schools applying to become PDSs, and the provision of matching funds and substitutes to enable schools to participate in the Benedum project (Field, 1992). In February of 1990 six schools were chosen to become Professional Development Schools, but the start up was delayed by a state-wide teachers strike. In response to the strike, West Virginia Senate Bill 1 was passed, requiring the establishment of faculty senates in schools to implement site-based decision-making. In March the six PDSs established their own site-based steering committees, (which were separate governance structures from the faculty senate), and later that spring a Cross-Site Steering Committee (CSSC) was established as the decision making body for PDSs. The CSSC was designed to provide a forum for sharing information across sites, and between the Project and the PDSs. The organization was also charged with creating policies that would be needed as the activities in each site began to evolve (Field, 1992). The cross-site steering committee consisted of the principal and one teacher representative from each school, the co-chairs of each PDS steering committee, the Benedum Project staff, and university collaborators. The CSSC was co-chaired by one university faculty member and one school-based faculty member.

In addition to cross-site planning, governance, and communication, the CSSC's initial responsibilities also included review of funding proposals submitted by the PDS sites. This turned out to be a frustrating and time-consuming process which was addressed in two ways. First, a proposal process was established to fund school-site initiatives, to be reviewed by a PDS proposal review team. Second, the CSSC asked sites to develop mission statements to guide their long-range planning and to assist with funding decisions. This first year was an exploration period for PDS activities. The Project staff encouraged experimentation and risk-taking, reassuring the PDSs that it was OK to make mistakes; the point was to learn from those mistakes and continue to improve. From the perspective of some of the PDS faculty it

often felt like they were feeling their way in the dark. The PDS sites developed their priorities for school improvement, and began planning pilot projects, often with feelings of uncertainty as to where they were going. It was a period of frustration with many wondering if anyone really knew what to do or how to do it.

Meanwhile that spring, the Teacher Education Committees formulated tentative curriculum recommendations on program goals and presented them to the Program Review Team. Even at this early stage, the Benedum Project staff began sharing their work in progress with others via their first national conference presentations.

During the summer of 1990, the first of two Alpine Lake retreats was held to synthesize the information from the team reports into objectives that would guide the completion of the teacher education curriculum. Two major documents were produced from the work done at that retreat: "Characteristics of a Novice Teacher," and "Characteristics of an Effective Teacher Education Program." These two documents outlined the knowledge, skills and attitudes that novice teachers who graduate from WVU should have and the characteristics that the teacher education program must have to produce new teachers who possess that complement of capabilities. Again participation was broad based, including HR&E faculty, A&S faculty, deans, and school-based faculty. Based on the summer work at the 1990 Alpine Lake retreat, the teacher education committees were realigned into three general teams: pedagogy, liberal studies, and teaching disciplines. The work of those teams focused on translating the themes of the Alpine Lake documents into specific learning experiences for the new teacher education program.

The 1990-91 year was the beginning of several changes in leadership that impacted the project. The dean who had initiated the Benedum Project left the university and an acting interim dean was appointed while a search was conducted for a new dean. At the same time, a new governor was elected in West Virginia who had a business orientation and commenced with reorganizing the state higher education system.

In the summer of 1991 a second retreat was held, Alpine Lake II, to review and synthesize the work of the curriculum and PDS teams and to begin to establish specific

sequences of learning experiences in pedagogy, liberal studies, and the content disciplines. Participant reaction to the intense collaborative process was very positive. The 40 participants in each Alpine Lake retreat (Summer 1990 & 1991) developed a community. Altogether, approximately 30 different university faculty and 30 school faculty were involved, in either one or both of the Alpine Lake retreats. The participants indicated that they felt they had a voice and that it was a real collaborative effort -- everyone was listened to, and mutual respect was the guiding force during the retreats. (Hoffman, Barksdale-Ladd, & Racin, 1994). Factors that participants identified as helpful in developing collaboration and mutual respect at the Alpine Lakes meetings were:

- Participants were strategically selected and carefully balanced;
- They had an effective facilitator;
- Even before the meeting, committees had worked hard to welcome school people and A&S people;
- Food and informal socializing facilitated an important esprit de corps;
- Small group work was more productive and supportive than large meetings;
- It was focused and task oriented, and they produced an important product; and
- The project director was very skilled at working with school people. As one university colleague observed, "He did a masterful job."

(Hoffman, et al. 1994)

That summer also marked the arrival of the new dean of HR&E, replacing the former and interim deans as the Principal Investigator of the Benedum Project. With the transition of leadership within the college, work on the new teacher education program slowed as there was a delay in funding the continuation grant. One committee did, however, continue work on revising curricula for the Integrated Elementary Education Degree. This was to be a new degree that reduced the number of isolated courses in the former program, by integrating a number of themes into all of the courses. For example, the committee decided to drop the Children's Literature class and integrate it into all other courses. Technology would be integrated into all classes. Classes in early childhood, science, social studies, language arts, and math methods would all include the use of technology, gender equity, children's literature, as well as specific content material.

In the meantime, activity in the PDSs significantly increased. The first Teacher Education Center (TEC) was established in one of the elementary PDS schools to provide site-

based coordination of the field experience for a cohort of preservice students. The distinguishing features of the Teacher Education Center concept were the continuous reform and renewal activities occurring in the PDS, the close on-site supervision for both students' early field experiences and student teaching, and collegial relationships between teacher educators in the university and teacher educators in the schools. Supervising teachers were selected based on their ability to model best professional practice and their ability to mentor teacher education students in thinking about teaching and learning.

To further refine long-range planning, the CSSC developed a strategic planning process for PDSs, and several PDS courses were developed and offered to PDS staff: Critical Thinking, Teacher as Researcher, Collaborative Consultation, Observation and Discussion of Teaching, and Grant Writing. Some courses were tailored to individual school's needs, others were offered for all PDSs; some were taught at school sites and some courses were held at WVU. The first research projects were initiated within the project, one, a qualitative study of "persistent involvement" in the teacher education redesign, and the other a study of teacher empowerment in a PDS. In the spring of 1992 a research agenda team was established and a process was designed for applying for small research grants from the Benedum Project.

As part of the governor's reform of higher education, that spring a Board of Trustees and Chancellor's initiative singled out teacher education as a target to address the need for increases in the quality and efficiency of higher education. They called for an increase in the content and quality of programs and a reduction in enrollment, as the state was producing far more teachers than the market could absorb. In response to this mandate the university established a university-wide advisory group to respond to the Chancellor's initiative. The dean requested a report from the Benedum Project, which created an ad hoc committee to make recommendations on structural elements of the new teacher education program. The committee produced what has come to be known as the "Blue Book," entitled, "A New Vision for Teacher Education at WVU" which was the official response to the Board of Trustees, as well as the Benedum Project's report to the Benedum Foundation on the

Teacher Education Redesign.

The summer of 1992 marked the beginning of a transition in the structure and operation of the Benedum Project. The "Blue Book" was written based on the early work of the project, the two Alpine Lake Retreats, and committee work, but had to be put together under what faculty described as "unreasonable" timelines for the University Board of Trustees. The dean presented the Blue Book to the Board. Following the production of that major document the dean instituted a new budget and proposal format for the Benedum continuation grant application procedure which dispersed the grant writing task among several groups within HR&E, moving the coordination of the grant writing process from the Benedum Project to the dean's office. To increase accountability the dean divided project activities into task areas with specific timelines, budgets, and coordinators. With this decentralization of project tasks, the Benedum Management Planning Team ceased regular meetings, as there was no longer a need for this administrative body.

The PDSs continued to develop their own directions, planning and designing their own professional development, conferences, and curriculum development projects. A number of WVU faculty members provided technical assistance for many of these initiatives. A second Teacher Education Center (TEC) was established, based on the model of the first TEC, but adapted for the secondary level. Elementary and Secondary Teacher Networks were initiated as a cross-site project. The secondary network never really got off the ground, but the elementary network became a powerful vehicle for professional development. The group was basically a self-determining group that took many forms, largely focusing on one issue at a time. Topics that were of primary importance were whole language and developmentally appropriate education. The teachers engaged in a range of professional learning activities: discussed research articles, visited sites to observe innovative practices, attended conferences — usually sending two people who were then responsible for reporting back to the group what they had learned. The teachers also brought in guest speakers, and experimented in their own classrooms, using the group as a support group to try out ideas, problem solve, and learn from each other.

During this period, work on the teacher education program focused on the pedagogy component (discipline work was not funded in the 92-93 grant.) Work on the pedagogy core was completed in the Spring of 1993, and guidelines for the new program's site-based field experiences were developed.

The Center for the Renewal of Professional Preparation and Practice was established as an attempt to institutionalize the practices of the Benedum Project. Its purpose was to enhance the lives and work of education professionals by strengthening the knowledge base which informs their practice and restructuring the organizations where they work. However, no additional funding was ever obtained and the Center is no longer functioning.

Faculty described the 1992-93 year as a year of transition with a number of changes in administrative positions. A new associate director for PDS was hired to serve as a liaison from the Project to the PDS schools. The associate dean of HR&E resigned his administrative role in the college to become full time director of the Benedum Project, and searches were conducted for a new associate dean, as well as a new chair of Curriculum and Instruction (C&I). One faculty member suggested that 1992-93 should be viewed as the "invisible year" — things got done, but usually in small groups, and not everyone was kept informed of what was happening. The lack of communication about the project's activities produced some dissatisfaction with the management of the project. It revealed some of the inevitable tensions between the desire for grassroots involvement and the need to move things forward bureaucratically. While collaboration may have been the desired strategy it was no the most efficient vehicle for getting things done. The project staff had established the two decision making bodies (the CSSC and the PRIT) to coordinate the work of PDS development and the teacher education reform work, but the project staff maintained authority for the day to day operation. Long-range planning of project exigencies such as reports to the foundation, grant writing, budget expenditures, and conference presentations were largely the purview of the project staff. While the project staff made attempts periodically to keep participants informed, faculty felt that reports were not frequent enough to give all stakeholders a sense of the overall project plan. Long periods of what appeared to some to be

inactivity, led to speculation, rumors, and questions about what the staff was doing, and where the project was going. The project staff started a newsletter to respond to that concern. The newsletter, however, tended to feature the PDS developments more prominently than the developments on the teacher education program.

During the 1992-93 year the dean initiated the beginning of the university Faculty Senate Review Process seeking approval for the new teacher education program. After the Blue document was hurriedly put together in May 1992, the curriculum development teams switched their attention to syllabus development for the Faculty Senate approval process. Materials were developed for the review, and a campus-wide debate ensued. A number of questions were raised from departments all over campus regarding course enrollments, credit and FTE allocations, and resources needed to implement the program. The most heated debates, however, revolved around the degree configuration. To address the concerns HR&E responded in writing to the issues raised in Senate debate, and arranged a number of meetings where concerns could be discussed face to face.

One faculty member who had originally served on the Benedum Management Planning Team in the early days of the Benedum Project, ended up leading a contingent on the floor of the faculty senate against the approval of the redesigned teacher education program. He explained that a lack of communication had left a chasm. He felt that they were close to a national model, but before agreements had been reached among the architects of the program, the dean "rushed" to put through the "Blue Book" proposal.

Although there had been many disagreements and heated discussions during the history of the project, this was the first serious battle between HR&E and Arts and Science faculty. Many thought it was premature to take the document (The Blue Book) to the Senate before committees had reached agreements as to the structure of the new teacher education degree configuration. There are still substantial disagreements and differing interpretations about how this process was handled and why. One idea that had received substantial support initially in the PRIT was an integrated arts & sciences and education degree known as the BASE degree. HR&E was resistant to this formulation. When it was

learned that the Board of Trustees had put a moratorium on new degree programs, and that a new configuration would require state approval, the PRIT worked out a compromise agreeing to a dual bachelor's degree. There had been many meetings among HR&E and A&S faculty to discuss the degree configuration, but some felt no agreement had been reached. It was viewed by some of the participants as the first significant departure from the collaborative process that had been established for the teacher education redesign effort.

Up to this point there had been university-wide participation; relationships among faculty had developed across colleges and departments, and some collaborative research had been initiated. Changes in individuals had developed quicker than institutional ones, and structural changes needed to support interdisciplinary collaboration had not yet developed. During the Alpine Lake meeting participants had equal voice in shaping the agenda of reform. As the work moved beyond planning to implementation, the activity became dispersed and responsibility for determining the project's agenda became the role of the project staff. Faculty observed that the same networking and esprit de corps that was developed during the Alpine Lake retreats was missing among the HR&E faculty. The sentiment was described by one faculty member who explained, "We thought the enthusiasm that was built at the Alpine Lake Retreats would carry us, but it didn't. Part of it was the pace at which things progressed. Setting up PDS sites took a full year, and by then many faculty had lost their enthusiasm or moved on to other things." Another faculty member echoed a sentiment expressed by many others, that in the early days of the Benedum Project (Alpine Lake), they had a vision, but they had lost it, and now they are struggling with what kind of knowledge is at the core of a curriculum of teacher education.

While relationships between HR&E and A&S faculty are still positive, A&S faculty not as active. There had been well over 100 Arts & Science faculty members who had had some involvement in the project, ranging from committee work to working with individual teachers in schools, or serving on site steering committees. A group of the most committed faculty participants estimated that there were at most ten A&S faculty members who have been actively involved — attending meetings regularly and working on curriculum

revisions. One of the participants noted that, "Not many from A&S are still involved in the process. Many are frustrated with the HR&E's 'this is the way it's going to be' attitude."

The 1993-94 year was spent refining syllabi to address the faculty senate concerns. The faculty who worked on the new design expressed disappointment in the final product. One professor remarked that,

> We were originally told to dream about the best thing that you can come up with. Now the design looks traditional on paper because it was constrained by university regulations for the senate degree configuration approval process. It still is course-based. We wanted it to be a menu of modules, but that idea was shot down. The university insisted we had to work within a three credit hour per course design.

So in February of 1993 the pedagogy syllabi were revised to conform to university-wide agreements reached on the degree configuration, and in the spring of '94 the Faculty Senate approved the new teacher education program. The new design is for a five year, dual degree program which leads to a bachelors degree in the teaching discipline and a masters degree in education. When the BA in education was changed to an MA the proposal went to the graduate council for approval. In addition to a liberal studies component, pedagogy component, and work in the teaching disciples, four strands or themes will be integrated into all courses throughout the program: inquiry, diversity, special education, and the use of technology. During the final three years of the program, students will be continuously engaged in site-base field experiences in PDS cohort groups.

Once approved the faculty participants hoped that they would be able to revisit these plans and that the process would allow them "to restoke the dreams." Many felt that a big part of the problem was internal to HR&E. "Things never got out of college of HR&E because everyone would say A&S won't allow it, without even testing it."

In December 1993, the Benedum Project office moved out of the dean's office to a new location, and the project administration was reorganized. Following confirmation from the senate in May 1994, responsibility for the new teacher education program moved from the Benedum Project to the new chair of C&I. The chair of C&I was later appointed to coordinate

the Teacher Education program, which is to be a new configuration that had yet to be defined as data collection for the study was completed. It was envisioned that the teacher education program would extend beyond department, college, and institutional boundaries. The Benedum Project staff continued to facilitate PDS development, but responsibility for other tasks was restructured. The dean hired an evaluator to coordinate the PDS outcome assessment study and to work independently from project staff to address the Benedum Foundation's concerns about evaluation and accountability.

Although the 1993-94 PDS teacher assessment study had not been completed, plans were made to expand as additional sites would be needed for field placements for students as the new program becomes operational. In the fall of 1993 an Alpine Lake retreat was held to develop criteria for new PDSs. The Cross-site Steering Committee set up a review team to review applications and select eight new PDSs. In June of 1994 a week long orientation was held for the new PDSs by the five original sites. Whereas it served as a valuable introduction to the PDS concept and process for new sites, the project staff was surprised at how beneficial it was for the "old PDS" folks. It was very affirming for each of them to share publicly their accomplishments of the first five years.

In the fall of 1994 an organizational meeting of the new configuration of teacher education faculty was held, and a coordinating council was established with representatives from HR&E, A&S, the PDS schools, as well as other colleges in the university. The chair of C&I focused his attention on holding meetings with various departments in A&S to discuss plans for their courses in the new teacher education program. The new program calls for redesigning majors within A&S in English, math, social studies, and science for teacher education students. One A&S faculty member noted that education students have an extra responsibility that other students don't have. Citing Lee Shulman's talk at a Holmes group meeting, he asserted that prospective teachers "have to think about transmission. That has to be part of education requirement — in addition to greater content knowledge students need to think about content specific pedagogy." This concern is one focus of the restructuring of teacher education that has stimulated discussion and reflection in other

departments. For example, the proposed major for mathematics education has more demanding requirements than the regular A&S mathematics major. This recognition has challenged the math department to rethink its curriculum offerings and its methods of instruction.

By the 1994-95 academic year the Benedum Project had largely become two separate reform efforts: one focused on the development of PDSs, the other focused on the redesign of teacher education. The Benedum Project staff hosted a series of HR&E breakfasts featuring activities in the PDS sites to attempt to improve communication between the two initiatives. One faculty member described the division this way:

> The PDS's have been developing independently, and at a faster pace than the teacher education program. The teacher education program has been working along, predominantly at the university, but with involvement of some school-based educators, but there haven't been many connections between the two efforts.

He felt that by the spring of 1995 the Project was beginning to transition, that "they are starting to build some bridges between the two, and that they are no longer parallel projects, but that they are gradually merging toward a point in the future where they will meet at infinity."

During 1994 the continuation grant proposal was developed in sections by task areas compiled and submitted to the foundation, and was initially rejected. The continuation proposal ended up in prolonged negotiations between the dean and the foundation. According to the foundation, the contentious issues revolved around evaluation and institutionalization. Documentation that had been requested was never delivered. These negotiations and the college's responses revealed sharp philosophical divisions between the dean's office and the Benedum Project staff, and resulted in frustration, anger, and a loss of trust between many of the PDS participants in the project and the college, and ultimately in the resignation of the Benedum Project's director and associate director. The project staff had been working on the belief that those who were going to implement change are the

ones who should develop it, so the planning and development had been collaborative and inclusive. The project directors felt that the direction of the project changed from a site-based inductive approach to a centrally-coordinated training process coordinated by the university for new PDS sites, beginning with training in strategic planning, and the change process. On the other hand, the dean's office felt that the development of new sites could be done more efficiently the second time around building on the lessons learned from the first groups experiences. A steering committee chair from one of the original sites acknowledged that it would have helped to have some training in strategic planning up front.

All acknowledged that it was a difficult time. While there were many interpretations of the situation, one faculty member acknowledged that there was plenty of blame to go around, but felt that "all the in-fighting and back biting is disillusioning." One PDS faculty member saw the change this way:

> It's like they are paying us to go to a retreat to learn what they want us to do. They seem to be hell bent on making it into something that is transportable." Now the university people are "talking at us, preaching their position as if they are going to teach the schools how to make change. This is so different from [the former project directors] who were so committed to listening to schools and valuing their input. (....) But we have come so far already, and no matter what happens, they can't take it away from us.

It is important to note that these sentiments were expressed at a time when the controversy was at a peak. The transition period following the resignation of the Project directors has been characterized by a void in leadership, suspicion, and resentment from a number of parties which had greatly strained what were once strong relationships. Much of the anger resulted from the way the situation was handled and how changes were communicated to PDS participants. A transition team was established with representation from both "old" and new PDS sites and HR&E to develop a new structure for the projects

operation.

The college administration acknowledged that the commitment of the college and that of the schools at that point did not have the same focus. Many in HR&E felt that PDSs need to make a greater commitment to working with preservice students. Not all of the old sites have had made a commitment to working with cohorts of preservice teachers, and the future needs of the teacher education program will need PDSs to work with WVU students for both the early field experiences and student teaching. The college's priority at that point was getting the transition team to come up with a organizational structure so that the work could move forward. The college leadership acknowledged the need for shared ownership and shared leadership, and the need to move "beyond the project mentality to a program — that becomes 'standard operating procedure' — a new way of working for everyone."

It will, however, take time to rebuild trust, just as it took time to create it in the early years of the project. As the process of restructuring the project began, many of the PDS representatives were proceeding with caution. There was a concern that the new direction was already set and that they didn't have any input. "PDS folks are scared — very skeptical because the change was out of the blue." Another PDS representative explained that the PDSs weren't used to surprises. "That wasn't the way they worked, and we have expectations, norms for how this project works." Another PDS member agreed that "now there is a definite lack of trust — [The original Benedum staff] were easy to trust — they earned it — they walked the talk."

Yet another school-based educator explained, "We have done what we were asked to do — [The university] wanted us to be empowered, shared-decision making — I've done it (sometimes screaming and kicking all the way, but I've done it), collaboration — we've done it. Those have to be the norms for the whole system — all the way up to the dean."

While the transition team worked on developing a new organizational and governance structure, one of the cross-site co-chairs felt that a major challenge the was to keep morale up. Funding for cross-site meetings had been discontinued in the new funding

cycle. This was a foundation decision. It was a push to begin to institutionalize some of the PDS practices. PDSs were encouraged to think of ways to "invent" time so as to become a standard part of each school's operation, rather than remain dependent on temporary grant funding.

On the college side, one faculty member was not concerned about the "lull" in activity during the transition, as there have been regular ebbs and flows of activities during the first six years of the project, and he was optimistic that things would pick up.

> A number of things affect the inertia of the project — roadblocks have come up: turnover in leadership of the college, and soon the president of the university will be leaving (....) The teacher education faculty doesn't have clear ownership of the new program yet. The Benedum Project folks did have ownership. It's also a difficult economic time, and when there is competition for scarce resources it doesn't foster collaboration or cooperation. Benedum resources may get shifted to make this happen." [i.e., give ownership to the teacher education faculty]

During the transition period, he felt that there was a universal frustration with the lack of knowledge about progress — there may be progress being made, but there isn't awareness of it if that's the case. Another faculty member felt that they were at a crucial point — that they had to address the ownership question. "If we don't ask why they [the faculty] don't feel ownership of the redesigned program, then we won't be able to change it. Then the next question will be whether we have the gumption to do it?" Although tensions remain high, there seems to remain a strong commitment among both the PDSs and the university that the work that has been done thus far is too good and too important to let it die. A search has begun for a new director of the Benedum Project.

The restructuring effort in West Virginia is the "youngest" of the three reform projects in the NETWORK's study. It is now in its sixth year. It has experienced significant changes in leadership during that period. There has been a complete turnover of administration from the provost, dean, associate dean, and chair of C&I, during the course of

the Benedum Project. And yet, the unique and exciting aspect of the Benedum Project has been the widespread involvement of university arts and sciences faculty along with HR&E faculty and public school teachers and administrators. Although HR&E has taken the lead in the reform, it has been a university-wide effort. A number of A&S faculty spoke passionately about their commitment to improving teaching at all levels. While it is clear that they are currently struggling through a difficult transition period, perhaps those difficulties can provide valuable insights into the critical components that must be coordinated to bring about systemic change.

One way to understand the mechanisms at work here is to follow the development of several strands of the partnership, then return to the conceptual framework for the study (described in the introduction), by examining the seven critical factors to help understand the impact of the reform effort in each of the member institutions, and finally to identify facilitating and inhibiting factors that have influenced those effects. During the course of the study at the NETWORK's working conference, participants agreed that another essential ingredient in making school-university partnerships work was the importance of personal and professional relationships. This was added as the eighth critical factor.

As an advance organizer, the critical variables that form the lens for this analysis are:

- vision of learning
- leadership
- professional development strategy
- opportunities to learn
- commitment to research and inquiry
- communication
- organizational arrangements
- personal and professional relationships

As described in the introduction to this volume, for the purpose of this analysis, the "system" is defined by the member organizations of the school-university partnership — the Benedum Project. An examination of each of these factors within each of the organizations in the partnership will provide further description and understanding of the scope of this reform and its impact. The "site" comprises the interacting network of

individuals and organizations that together are attempting to reform the teaching and learning process. Within the K-12 system we have focused on one elementary and one secondary school. The selection of schools was made by mutual agreement of the project staff, the schools, and the NETWORK researchers. The research questions and design of the NETWORK study established parameters defining the major variables under investigation. An effort was made to select schools that participated in preservice preparation, and extensive on-going professional development, while engaged in school-wide improvement efforts. The Project staff then selected the individual schools that they felt best met the criteria. There was also a desire to select schools representing two different school districts, so in this case, one of the schools selected had only minimal involvement with WVU's preservice program. The schools selected probably represent the most exemplary schools rather than the "average" level of school development within the project. Within the university system the investigation included two WVU students — one student teacher placed at each of the selected schools, faculty, and the preservice teacher education program. The intersection of all the component parts is found in the school/university partnership where personal and professional relationships provide the connections within and between organizations.

The next section focuses on the school strand to examine how the Benedum Project has impacted the individual PDS sites. The final strand of the story is the changing culture of the College of HR&E and teacher education as organizations. Each strand will be described in turn.

Morgantown High School

Built in 1927, Morgantown High School is located in Morgantown, in walking distance of the downtown campus of WVU. Morgantown, the county seat of Monongalia County, is the commercial, educational, and residential hub of the county. It has a population of 60,000, which includes 20,000 WVU students.

Morgantown High School (MHS) currently enrolls about 1350 students. The attendance area of the school reaches from the most rural sections of the county to

neighborhoods surrounding the university, resulting in significant economic diversity in its student population, with 50% of the students coming from rural communities. Ethnically it is quite homogeneous (95% white). It has a very stable population, with 92% of the student body spending three years in the school.

The school has a tradition of academic excellence, frequently producing the highest number of National Merit scholars of any school in the state each year, and has received numerous awards for academic achievement, including being named a West Virginia School of Excellence. Sixty-five percent of the students pursue four year college degrees after high school graduation. The faculty at MHS is stable and well educated. Over half of the teachers have been at MHS for over ten years. Three of the 90 faculty hold doctorates, with more than sixty holding at least one Master's degree, with several teachers having earned recognition for outstanding teaching. The current principal is only the third principal the school has had since WWII, and he had served as assistant principal at MHS for 18 years prior to becoming principal in 1989, the same year that Morgantown High became involved in the Benedum Project. Prior to the new principal's appointment, MHS had been a traditional hierarchical school where the administration made all the decisions. The new principal was committed to shared decision making and had begun establishing these practices before the state mandate to do so was issued.

Morgantown High's initial involvement in the Benedum Project began with four faculty members who participated on the curriculum development teams, and the PDS team during the planning grant period (Field, 1992). The PDS planning team was co-chaired by one representative from WVU and one from the public schools, a teacher at Morgantown High. These four MHS faculty were motivated by the knowledge that teachers in PDS sites would be provided with technical assistance, funding, and human resources to assist the school in moving toward its goals. Utilizing the collaborative model employed in the PDS team experience, two of the teachers organized a similar collaborative shared decision making process to complete the PDS application. Although the majority of the work in writing the application was done by two teachers, 71% of the faculty voted to apply to

become a PDS.

After the 1990 teachers' strike was settled, and the selection of Morgantown High as a professional development school was made, a celebration was planned to announce their selection. The dean of HR&E and several faculty members from WVU attended to congratulate the school and to demonstrate their commitment to working together. This acknowledgement had a positive effect on MHS, a school that was seriously skeptical about collaborating with WVU. Too many years of traditional hierarchical relationships had left many feeling suspicious of the university's motives.

The first step in becoming a PDS was to establish a site steering committee to coordinate PDS activities. The first site steering committee was made up of teachers, administrators, a parent, the school's business partner, university faculty, a student, and the superintendent of the county school system. The initial work of the steering committee began with a small number of active participants who tackled the nuts and bolts start up activities: identifying a room for PDS activities, developing communication mechanisms, developing shared decision-making practices, and developing a vision for the school. The group met over the summer to develop processes for creating a mission statement and staff development activities for the beginning of the school year.

Using small discussion groups, MHS agreed on the school's vision, "Becoming a school for the 21st Century," and the identification of four characteristics of such a school: 1) flexible scheduling, 2) interdisciplinary teaming, 3) critical thinking and problem solving, and 4) the availability and incorporation of new technologies. Having established the four characteristics of a school for the 21st century the faculty were stymied in trying to figure out how to implement them. Steering Committee members expressed their concerns to the dean's office in HR&E. This conversation produced the idea to engage in a strategic planning process and to seek assistance from the president of WVU, a MHS alumnus and a noted expert on strategic planning. The steering committee then created a process to involve the entire faculty in the creation of a school vision and the identification of strategic planning themes that would be the focus of restructuring activities at MHS (Field,

1992). The themes developed were:

- Restructuring
- Critical Thinking
- Professional Enhancement
- Student Success
- Technological Enhancement

The availability of funds to support teacher learning and the opportunity to create new programs excited many teachers and increased the number of teachers interested in participating in Benedum Project activities. The first proposal MHS submitted to the CSSC for funding was to support time during the summer to plan for fall PDS activities.

The CSSC's Proposal Review Team quickly found it difficult to make decisions about whether a project was important to the goals of the school when a long-range plan was not well articulated. As a result, the CSSC made it a requirement for the schools to document each proposal's relevance to the PDS Belief Statements and the school's long range plans.

In the 1991-92 school year, professional development experiences were initiated by the steering committee to help teachers understand the process of school change and restructuring. A September "Snow Day" was arranged with County support to run a conference designed by MHS teachers for MHS teachers to learn about and discuss restructuring issues around the school's five themes.

In addition, a group of teachers received Benedum funding to visit other sites engaged in restructuring efforts. Some preliminary work was done to explore developing stronger linkages with WVU and the preservice teacher education program. With the assistance of the Director of Field Experience at WVU and interested teachers, MHS developed the Academic Assistance Program, a tutoring program using WVU students to work with students in need of additional help.

Many MHS teachers participated in a year-long critical thinking course coordinated by WVU faculty and a MHS social studies teacher, or took other PDS courses arranged through the Benedum Project. Courses that MHS teachers participated in were Teacher as Researcher, Observation and Discussion of Teaching, and Grant Writing. In addition the steering committee arranged weekly showings of professional videos accompanied by

refreshments in the PDS room.

Morgantown High School held a Restructuring Institute in the summer of 1992, again with the purpose of developing greater understanding of the change process and restructuring, this time with a specific focus on scheduling and curricula development. The institute featured national leaders in school reform, as well as a range of activities to help teachers understand the change process. It was followed by their second "Snow Day" Conference in the fall. Snow Day II, featured panel presentations given by teachers from successful restructuring initiatives around the country.

Hearing about the successes of the conference, MHS students requested a "Snow Day" of their own, where they could address issues of interest and concern to teenagers. With the help of a Benedum grant, students and one MHS faculty member put together an all-day Teen Forum with concurrent sessions where students could choose from a range of topics, including suicide risks, eating disorders, sexuality, date rape, teen alcoholism, among others. The power of this event was that it was student generated. It was one of the first major opportunities given to students to take charge of their own learning. Students' reactions to the event were overwhelmingly positive, and a second Teen Forum was put on by another group of students two years later.

The 1992-93 school year began to see the fruits of these staff development efforts in a significant number of new initiatives in curriculum. Teachers developed interdisciplinary pilot programs in science & critical thinking, science & math, the use of technology, and English & social studies, and they began studying potential plans for restructuring their master schedule.

It was also the beginning of the Teacher Education Center (TEC) at Morgantown High. The TEC was developed by a teacher in the school to shape the preservice teachers' experience around the unique context of the school. The TEC is organized on a cohort model where a group of WVU students learn about the culture of the school together. Their introduction to the school begins during an introductory course in which students spend six mornings in the school. For the course students interview a number of people in the

BEST COPY AVAILABLE

building. The site coordinator organizes the interview schedules to lessen the demands on MHS faculty's time. The cohort returns the following semester for their student-teaching experience. Student teachers are introduced to the school's restructuring themes and their impact on instructional practices. During the first three weeks the student teachers are together almost every day for an extensive introduction to all aspects of the school, support services, resources, technology training, and restructuring initiatives in the school. The TEC coordinator, who is also a MHS teacher, is released half-time to coordinate the preservice field experiences with support from Benedum funds. She provides the ongoing coordination of the program. Many cooperating teachers mentioned the importance of her role in making this a positive experience for both student teachers and cooperating teachers. One of the cooperating teachers noted that it was the site-coordinator who made the program work. "She really listens to the students and to the cooperating teachers and she is the go-between with the University." Her knowledge of the school and its programs contribute to the success of the program, as does her credibility with both the school and university faculty. Regular communication has increased cooperating teachers' understanding of the program's requirements and preservice students' needs.

Prior to their arrival at MHS the student teachers are not a cohort. They don't come with common background or experience; if they have taken courses together it has been coincidental. The school provides a real community and the student-teachers become a part of it. The site coordinator has designed their time in the building to experience all aspects of the school. The WVU students go to everything: to Faculty Senate meetings, to department meetings, to professional development activities. Many of the students have become involved in extra-curricular activities at the school. One student teacher said that she felt the teachers-to-be were treated as colleagues, "other teachers address you by name."

Since becoming a PDS there has been a large increase in the number of college students in the building — as part of the tutoring program, methods courses, or for their student-teaching placements. All of this was possible because there was an on-site supervisor at the school. Having a university supervisor in the building allowed for much

closer supervision. Student teachers were observed at least once every two weeks. She would always ask students what they wanted help with and then she would focus her observations to address their concerns.

There has also been a growth in faculty interest in having student-teachers. Prior to the Teacher Education Center, there had been a lack of coordination and communication between HR&E and MHS, and the quality of the experience of the student teacher depended on the commitment of the cooperating teacher. Now the site coordinator and the university coordinator collaborate to carefully match student-teachers with cooperating teachers. There is careful screening of teachers asked to serve as supervising teachers. The coordinators look for exemplary teachers who are also skilled at mentoring college students.

The 1993-94 school year was a busy one for Morgantown High. They instituted a new block schedule with 90 minute periods. Block scheduling has allowed the incorporation of several new programs: more extensive use of technology, more hands-on experiences in math and science, and piloting the of integration of English and social studies. The new schedule has also emphasized the need for different teaching strategies to hold students' interest for 90 minutes. MHS solicited the help of a teacher educator at WVU to help them develop skills in collaborative and consultative teaching. She agreed even though she said she had had it with "one shot inservice. But they had a plan for implementing the schedule change." She did an inservice training during the summer on cooperative learning, and then a follow-up session in the fall. MHS set up a group to meet monthly to continue with the work. This advance preparation contributed substantially to the success of the new schedule.

MHS has developed a strong collaborative relationship with WVU which has provided the school with opportunities to tailor and support the faculty's professional development to specific needs and requests. As a result of these collaborations, several new courses have been introduced at Morgantown High in micro-scale chemistry, astronomy, computer programming, multi-media, and CHEMCOM: chemistry in the community. During a three-day

summer workshop, twelve teachers received technology training in the use of new multi-media hardware and enhanced network capabilities. This group became the nucleus of "experts" who have provided workshops to meet requests from the rest of the faculty for additional technology training during the year.

The use of technology has had a school-wide impact as computers are used as an instructional tool across the curriculum. MHS has expanded its computer programming offerings to address a range of student needs and interests. While teaching courses to prepare student for the Advanced Placement Exam, the school also provides opportunities for lower achieving students to experiment with programming. During the 1991-92 school year the computer science department at WVU collaborated with MHS to begin teaching the ADA language, making Morgantown High School one of the few high schools in the nation to teach the new programming language. Two new multimedia courses have been added to the curriculum. Beginning with the introduction to LINKWAY, an authoring software tool, students use computers to compile "folders" and develop presentations using laser discs and CD-ROMs. Students produce multi-media exhibitions using LINKWAY to demonstrate their knowledge. For example, one student "folder" was a presentation on "Women in American History." Another student designed a multi-media guide to assist other students in using the library. Further enhancing their technological capacity, MHS has also been selected as an IBM test site for piloting Ultimedia products.

Internet connections enable students to communicate with other schools across the nation. The technology coordinator found computer technology to be particularly effective in motivating students who have been traditionally uninterested in math. She found students in basic math classes were eager to write and solve story problems when they did so with other students in other schools around the country via the internet. She also had students engaged in a multiple city consumer study "on-line."

Morgantown High is also working on developing stronger ties with the community, especially with parents. A special subcommittee on parent involvement was created and a Parent Forum was held to help parents understand the changes occurring in their child's

education. MHS and East Dale Elementary jointly hosted a community workshop, "Night Under the Stars," to showcase their innovative science and astronomy programs.

During the first five years, PDS activity has made significant changes in the school, sometimes within a single classroom or department, but one observer noted that with the block scheduling there was not a single person who hasn't done something differently, whether it was in the use of technology, or implementing different teaching strategies. Although there are still a few skeptics and non-participants, it is generally felt there is beginning to be a blurring of lines between Benedum, TEC, and Schools that Work (a new county initiative). In the Faculty Senate the vision for the school is clear and lines have blurred between projects. At first Benedum was a taboo subject in the Faculty Senate — people felt it had its own place, its own steering committee. Now PDS issues are discussed. However, the ethos of Benedum has yet to permeate the culture of the entire school. A culture of inquiry and continuous improvement is growing, but is not pervasive school wide. While faculty are receptive to new ideas and there is no active resistance, some noted that at faculty senate meetings the discussion usually focused on scheduling or discipline, not on curriculum or student learning.

There is a solid core of faculty (estimates ranged from 20 to 30 faculty members which continues to grow) for whom the professional development school concept has changed their way of working, their teaching as well as their interactions with colleagues and their sense of professional community. These faculty have been engaged in developing new curricula, changing their own instructional practices, attending and presenting at professional conferences, and continuously pursuing new professional learning opportunities. There is also some element of contagion and arm twisting going on within the school. Those teachers who are "on board" are so enthusiastic and they are trying to get others to give it a try. There have been changes in individuals, and with changes in the schedule the effect has been across the school, but one somewhat skeptical teacher didn't think there were any profound changes in the essence of the school. He thought it was still a "rather traditional high school with a funny schedule."

More significantly however, students at Morgantown High say that teachers have improved greatly over last year, perhaps because the 90 minute periods have allowed (or challenged) teachers to change their teaching strategies. Students felt that teachers now looked at students as though they were intelligent capable students. According to students interviewed by a student teacher, there is more emphasis on making learning more hands-on, and student centered.. The superintendent was impressed when two boys from MHS came to see him because they wanted him know how great their integrated social studies and English class was. He said they love it, they want more of it!

East Dale Elementary is Marion County's largest elementary school, with an enrollment of 600 K-6 students. It is a rural school built in 1971, built in the "open school" concept. East Dale was chosen as a West Virginia Exemplary School in 1988, and a National School of Excellence in 1989. An action research project conducted by an East Dale faculty member as part of a PDS course revealed an overall satisfaction with the school among the staff, students and the community.

East Dale's introduction to the Benedum Project was through three teachers who participated in the early planning meetings at West Virginia University. The principal enthusiastically presented the concept to the school, strongly advocating that they apply. The faculty made a commitment to apply and identified math, science, and technology as the main focus of their PDS work. The shared decision-making aspect of the Benedum Project would be a significant change for what had been a very traditional, hierarchical school.

> Before Benedum, (the principal) did everything. She would go off and visit places, or go to conferences, and then she would bring the ideas back and try to overlay it onto whatever we were doing. They [the teachers] used to resist her like crazy. We did it, but we hated it (....) no one has changed more than the principal has. She has given up so much power and the staff doesn't try to knock her out of her top spot anymore like they used to."

But she noted two important leadership qualities that had always been present — she is fair,

and she has high expectations. "If you are not doing your job, you're called on the carpet for it, but she does it privately, and does not try to humiliate you."

The county supported East Dale's PDS application. They had the support of all the board members, as East Dale was already recognized as an outstanding school. The school has a very active PTO, which does a lot of fund raising. There was already a philosophy of continuous improvement at the school, and they had been active in grant writing and finding support for school improvement projects. Having been selected as a PDS site, East Dale was able to leverage their participation in the Benedum Project to obtain an Eisenhower grant. The difference now after five years of development is that the earlier efforts were almost all the principal's effort. While the principal still maintains a strong leadership role, the Benedum Project has resulted in much more broad-based participation and leadership within the school.

The strategy for professional development at East Dale has largely been through supporting a few individuals or a small group to go to conferences, courses, site visits, and institutes, who then bring back what they have learned to the school to share with others and implement the new ideas into the school. In the first two years the focus was predominantly in the areas of Science, Math, and Technology. The school raised money to supplement Benedum grant funds for the materials and equipment for a new Science Center, and the county provided the labor to build it. Once the Center was up and running and new curricula were developed, the school turned its attention to other issues. One staff member took the PDS course, Teacher as Researcher, and began collecting baseline data and establishing a database to inform their progress. Every year they do a thorough analysis of the 3rd & 6th grade CTBS scores to monitor student learning needs. This action research project also began data collection on many aspects of the building climate: communication, attitudes about the school, core subjects, educational support services, and school policies to assess the school's effectiveness in these areas, and inform future development plans. One significant finding of the study was despite concerted efforts to keep the community informed of the school's programs, a large number in the community were unaware of

much that was happening in the school. This finding has made the school reassess its communication strategies and renew efforts to keep the community informed.

The principal acknowledged that Benedum has done a lot for the school. The combination of Eisenhower grant and Benedum at once was tremendous.

It provided so much professional growth — allowed teachers to go to conferences, training, and time to develop curricula. They are so much more confident now; they don't need as much guidance. Last summer a group of teachers worked all summer developing their common core of knowledge, and their core knowledge calendar.

The teachers developed a whole school theme, involving all the specialists, then they presented it to the principal and told her they were going to do this unit instead of a Christmas program. This was a significant departure from the way things had been done in the school in the past. The principal had no problem with the plans because the unit was so good.

She noted that many of the teachers have grown tremendously. Now that the teachers are empowered, the principal spends less time on supervision, and more time on public relations. She serves on more county committees, she works with community people, and she's always looking for more money to enhance the program offerings for children at East Dale.

One teacher felt that the financial support from Benedum for planning and summer work on curriculum development has strengthened relationships within the school. There is a great deal of teaming within the pods in the building, and almost everyone is involved in the PDS activities in some way. One teacher remarked at how teachers really read all the material and digested it before they come to a steering committee meeting so that they can use the time productively in the meeting. Teachers take their responsibilities seriously. They meet in their grade level teams to discuss issues and ideas and then report back to the group. The teachers commented that the school-wide focus of the Benedum Project made them feel like part of a team.

A student teacher observed that, with the exception of the gifted program, teachers worked together a lot their clusters, planned together, and team taught. He thought the school was a good learning environment, with a lot of resources for students, and a lot of teachers were willing to share ideas. He felt that the teachers at East Dale were the best in their own areas; many had won teaching awards.

Because of the atmosphere at the school, teachers have developed a strong sense of ownership and loyalty to the school. A science/math specialist, who was funded by the Eisenhower grant, but lost her position when the grant ran out, continues to substitute in the building as often as possible. Even though she has job offers and wants a full time job, she's holding out for a position at East Dale, and in the meantime would rather substitute there, than teach somewhere else.

The Benedum Project has fostered a high level of sharing beyond the school's borders. When East Dale teachers received funding to attend "Project Dipnet," a water treatment program, they opened up the opportunity to other schools, as well as WVU faculty. They became a pilot site for the program — the first elementary school to participate in the program. Many of their teachers provide staff development for other schools, and many have done presentations at state, regional, and national conferences. Twelve of the East Dale teachers are working in their Summer Science Institute that featured many of the science and technology developments that were developed with support from Benedum funds. The Institute is for students in the morning, and for teachers in the afternoon.

East Dale has had only minor involvement with preservice training at WVU, although there is interest in working with student teachers, and a belief that student teachers are an asset to the school. East Dale has been resistant to opening the school to cohorts of students for their early field experiences. One of the students from WVU who was placed there, felt it was an excellent learning experience with two very good cooperating teachers. There is some evidence to suggest that the attention of this study may have produced a Hawthorne effect. The cooperating teacher for the WVU student who was selected to be an "informant" for the study acknowledged that she put more effort into guiding this student's development

than sh has with other students in the past. She made sure he was exposed to all aspects of the school, the steering committee, special education services, the science and technology lab — providing the kind of experience that the PDS concept was designed to foster. Feedback from previous student teachers placed at East Dale indicate that the experience of this year's student was not the norm.

The notion of developing a Teacher Education Center at East Dale is complicated by their involvement with more than one teacher education program. The dilemma for this school is that they are located closer to another state college, which has historically used the school for field placements. There has also been some controversy around funding for an on-site supervisor to administer a teacher education center.

University

One of the main objectives of the Benedum Project is the renewal of teacher education at West Virginia University. The considerable work that has been done in this effort was described earlier in the story of the partnership's development. It is impossible to discuss the impact of this work to date, as the new program exists only in the abstract — on paper. Implementation begins with the first class in the Fall, 1995, and while there has been some experimentation with courses and field experiences, much of the new design is still in the development stages.

Given the substantial changes that have been drawn into the plans for the new program, it is evident that implementation will require significant changes in the structure and culture of the teacher education program. What impact has the Benedum Project had on those aspects of the university?

With a few exceptions the faculty felt that there was agreement on the design of the new program, although ownership of the new program was not widespread. Although it was only six months before the first cohort would be enrolling, there was no sense that people were investing a lot of energy in getting the program up and running. Work was progressing on several different fronts, but there was little communication to keep the faculty informed. While a couple of faculty members were working on the diversity strand,

another faculty member commented that syllabi were being developed, but a lot more needed to be done. He didn't know what was being done on developing the strands — technology, diversity, — there was no understanding as to how they would be incorporated. Meanwhile, the dean has been working on getting resources to implement the new program, by finding funding for the Technology Center, "Classroom of the Future" to upgrade the use of technology in the teacher education program, as well as looking for prospective faculty members with the necessary skills to implement the new curriculum.

Faculty had trouble articulating a vision for teacher education at WVU. One person pointed to the "Blue Book" as the vision of the new program, another identified the PDS belief statements. Others felt that there was a vision in the early days of the Benedum project, but it had been lost. One faculty member felt that the problem was "that they don't have somebody with the vision of what it could be. They need someone to keep the vision in the forefront, helping the faculty change." He felt that a strong visionary is necessary to bring about change. While many difficult issues are being addressed, progress has been slow.

Within the college, there is recognition that the new program will require greater involvement with PDSs. HR&E planned to establish liaison roles, one faculty member assigned to each PDS to facilitate PDS development. The college has also started to take a broader view of the traditional university reward structure, and what constitutes "scholarship." There has been a renewed emphasis on service and substantial emphasis is placed on teaching. The university took a stand that service is of equal value to teaching and research. Some faculty within the college have negotiated new evaluation formulas placing greater weight on service and teaching, with less emphasis on research. However, there is still a need for a clear definition of roles. One faculty member raised the issue, "What does "excellence in service" mean?" Although faculty can negotiate to be evaluated on excellence in service and excellence in teaching, and satisfactory in research, the traditional research expectations persist. At this point it is difficult to document excellence in service, and

there are no guidelines or precedents to follow. If there is an external review process — who does one go to for recommendations? Will school-based educator's recommendations be given the same weight as those of academicians?

Less progress has been made on introducing flexibility into the reward structure within A&S, although there has been a precedent set, where a difficult tenure case was won in A&S with letters of support from the Benedum Project director, from the dean of A&S, and from the chair of the department. Many of the A&S faculty who have been active participants in the redesign of teacher education have gotten involved because of a personal commitment to education and with the security of tenure. One faculty member who had been at WVU 25 years said that the project had been a way of making contact with his colleagues in other disciplines — more so than any other experience at the university. He felt that there was a lot of initial enthusiasm, but they have been hurt by negative incentives — traditional values and rewards. It was too big a risk for younger faculty.

Two faculty members, one in mathematics, and one in history, described how they have written text books for preservice teachers in their field, but neither was given credit in the department's reward structure for his work. In both cases their department chairs didn't value the publications, because it didn't meet their definition of scholarship. In 1994 the math department advertised a position in math education and no one would take the job because they felt it would be a dead end. The type of work the position entailed was not valued by colleagues or in the tenure and promotion process.

The faculty liaisons will be working with individual schools beginning in fall 1995, and the liaison role will be included as part of their teaching load. This is a significant recognition of the importance of strong relationships between the schools and the university and the time required to develop such relationships. Exactly how those roles will develop is uncertain as only a few professors have actually worked with the schools on a consistent basis thus far. The Benedum Project

has been a learning opportunity for those faculty who have participated in discussion groups with school-based educators. Many are much more aware of current thinking as a result. In the hiring of new faculty, participation in the project is expected, and faculty are sought who have experience and interest in doing fieldwork.

Persistent questions still remain about the knowledge and skills of university faculty to work with schools and to teach the new curriculum. Most acknowledged that there was great variability in the backgrounds of faculty members and that the success of the new program would be dependent on the quality of teaching. One faculty member said that the issue of professional development for faculty to learn new skills and content has been discussed within the college. He acknowledged that they need opportunities to learn and explore, but that was not currently under study. Another faculty member said, they don't have time to focus on professional development issues, and they "don't have money built into the grant for professional development."

After completing the student teaching experience, one student teacher observed that the university didn't seem to be very in touch with what they were doing in schools, and they didn't talk much about instructional strategies. He had never been exposed to team teaching until his last placement. There was no modeling of teaming or training in teaming by university faculty. Coursework in the "old" program was inconsistent depending on the course instructor and the department offering the course.

Coming out of graduate school as a product of the late 60s, early 70s, one professor thought there would be a real receptivity to questioning traditional practices in education, but he said he hasn't found that at WVU. He felt that the teacher education curriculum should always be a work in progress. But a senior faculty member commented that "he has seen little change in the college since 1960. People have kept up with research and changed their courses a bit but there haven't

been any really significant changes in the way they do things."

One member of the C&I faculty felt that the university had yet to break out of the "consumer culture," to assume a more reflective, questioning mode. They need to ask risky questions about power relationships. "Perhaps they could begin by asking teachers and professors to question their basic values. It's as though the university is advocating teacher reform for them (in the schools), but not for us (in the university)."

Another member of the department made the observation that "other departments are more self-critical than education is. Every meeting in the math department there is talk about how poorly taught their courses are, so there seems to be openness to the notion of professional development for university faculty members. There is less receptivity within HR&E. The climate doesn't promote voluntary self-criticism."

There are however, some indications that the culture of the college is slowly changing. Some recent additions to the faculty have been very effective, both as course instructors, and in their work with schools. One member of the college noted increased participation in faculty colloquia and the PDS breakfasts, and that the "hallway ethnography" of the college was beginning to change.

The challenge of changing higher education was acknowledged by a spokesperson for the Benedum Foundation. "Colleges and universities don't change themselves. Whether or not you can do it - I don't know - but we have to try!"

Causal Analysis

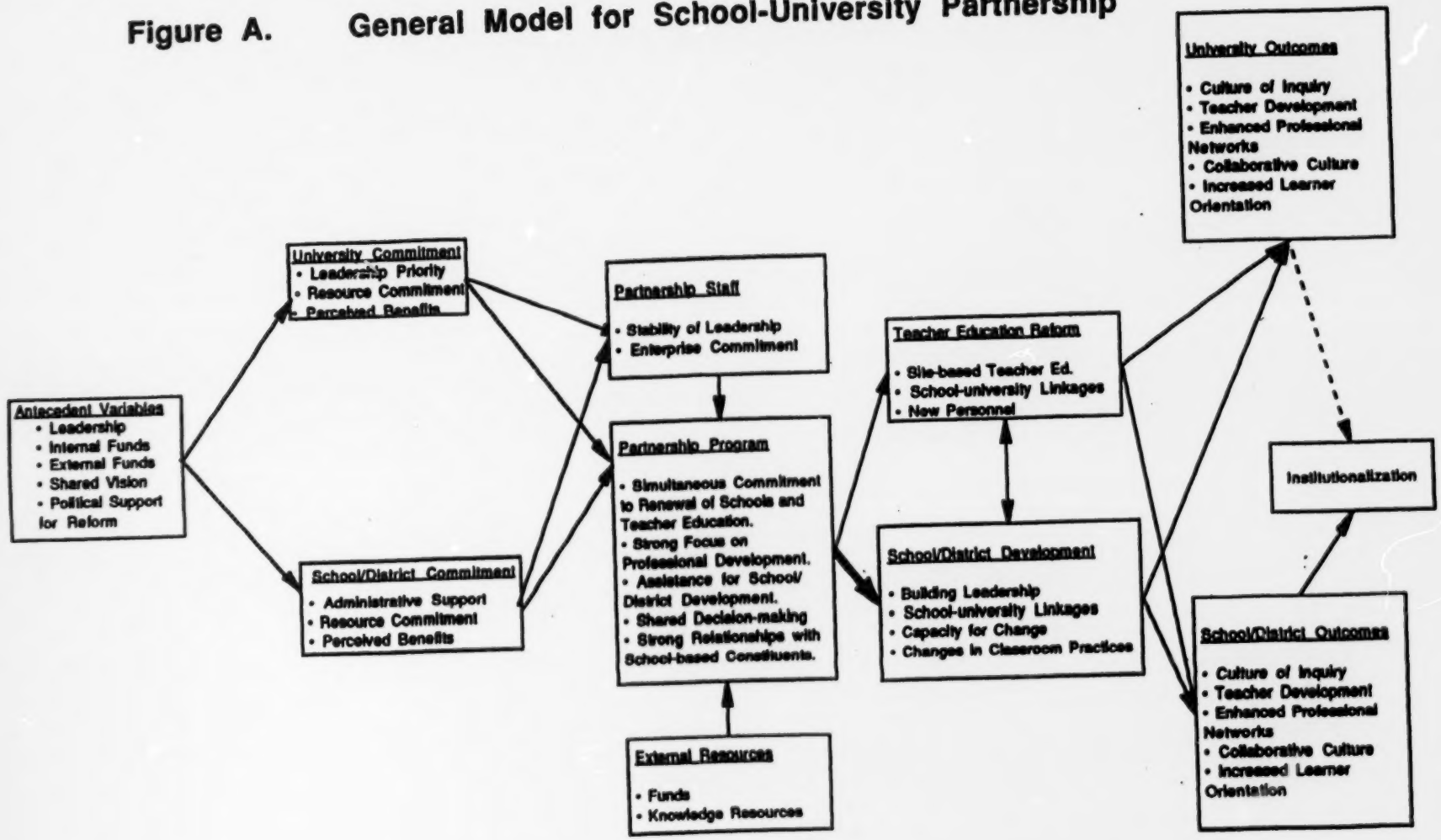
In an attempt to find an economical way of summarizing the development of this complex reform initiative just described, a "causal network" (Miles & Huberman, 1994) was constructed. One purpose for constructing a causal network is to raise the level of abstraction beyond specific event and individuals to an inferential level that can be used to generate more general explanations across cases. The causal network tries to put on one page the main factors, and the effects that have been influential

within each site. For each case a list of variables was generated that seemed to be important in the development of the partnership. For the cross-case comparisons, the lists from each of the three cases were compared and common variables were identified that were empirically meaningful in all cases, allowing for some case-specific variables that were particularly important in a given site. A core set of 25 variables was produced. The model of school-university partnership that was derived from generalizing across the three sites is displayed in Figure A. The 25 variables are grouped into ten thematic categories. The variables were then arrayed temporally as in a path model. The general model describes the key ingredients that seemed to be critical to the partnerships formation, it's development, and the outcomes of the collaborative arrangement.

The construction of the causal network was a useful analytic tool for sorting out the major factors and assessing their impact in the overall reform effort. However, many readers find the complex chart difficult to decipher. For the interested reader the complete causal network for West Virginia and the accompanying narrative explanation can be found in Appendix IV-A. A simplified explanation is provided here to outline the logic of the analysis.

The antecedent variables that were most significant to the formation of the Benedum Project are listed in Table 4.1. As displayed, different factors were influential in different organizations, but it was the combined impact of the various factors that led to the formation of the school-university partnership. The political support for reform was largely internal to the university, when the president of WVU made the improvement of education through the improvement of teacher education one of the university's five strategic goals. Both university and HR&E leadership stimulated interest in the reform effort, which was further energized by securing external funding from the Benedum Foundation, and an additional commitment of funds from the university. The university's decision to join the Holmes Group, and support and interest among public school educators created

Figure A. General Model for School-University Partnership



the synergy needed to launch the Benedum Project.

The factors that have been most important to the development of the Benedum project are listed in Table 4.2. One general observation is that while each of these factors have played a role in developments within both the schools and the university, the influence has been more inconsistent within the university. Three factors that remained a consistent contributor to all institutions were the support from external funds, the professional learning that occurred through expanding professional networks, and the developments occurring in the schools.

Building and project leadership were particularly important to individual school development, as was the assistance of individual faculty members from the university. As the schools enhanced their instructional practices and curricular offerings they provided richer learning environments for the preparation of future teachers. These developments also fostered improved relations between school and individual university faculty and was an important source of professional growth for all involved. Teacher leadership opportunities that developed such as the site coordinators for teacher education centers, steering committee roles, and cross-site steering committee, and participation in the university's redesign of teacher education have not only provided important professional learning opportunities, but have also contributed to the emergence of broader based participation and responsibility for project developments.

Project and HR&E leadership has been critical to developments within the university at various points in the project's history, but it has been inconsistent. In the beginning of the project leadership was more widespread. Changes in a number of leadership positions and changes in styles of leadership has had both positive and negative effects on the project's progress.

The renewal efforts across organization have contributed to the enhancement

Table 4.1 Antecedents to Partnership Formation in West Virginia

Antecedent Variables

School	Political Support	University Leadership	District Support	External Funds	Internal Funds	External Network
Morgantown HS		+	+	+		
East Dale Elementary			+	+		

Antecedent Variables

Higher Education	Political Support	University Leadership	District Support	External Funds	Internal Funds	External Network
College of HR&E	+	+	+	+		+
University	+	+			+	+

Table 4.2 Contributing Factors to Partnership Development and Education Reform in West Virginia.

Intervening Variables

School District /School	Shared Vision	Project Involvement	Professional Development	External Funds	District /Building Leadership	Project Leadership	HR&E Leadership	Teacher Leadership Opportunities	School Development	Professional Networks
Morgantown HS	+	+	+	+	+	+	+	+	+	+
East Dale	+	+	+	+	+	+	+	+	+	+

Intervening Variables

University	Shared Vision	Project Involvement	Professional Development	External Funds	District /Building Leadership	Project Leadership	HR&E Leadership	School Development	Professional Networks
College of HR&E	+[1]	+[2]	+[2]	+	+	+/-	+	+	+
College of A&S		+[3]	+[3]	+		+/-	+/-	+	+

[1]A shared vision was present in the beginning of the project.
[2]The participation of HR&E faculty in project involvement and professional development has been uneven. Participation was quite high in the beginning of the project, and a core group have remained active through out, although the level of activity has varied. Professional development activities were formally organized in the beginning of the project, then discontinued. Training in instructional technology has been developing.
[2]Participation of A&S faculty in both project has also been uneven. It was higher in the beginning of the project, but has dropped off, although a small number are still involved. The organized professional develop ment activities in the beginning of the project included A&S faculty.

KEY
+ Contributing Factor
+/- Contributing Factor in some cases/Not consistent
? Unknown

of educator professionalism. Table 4.3 displays the influence of these efforts on five indicators of educator professionalism: developing a culture of inquiry, ongoing teacher development, a collaborative culture, expanding professional networks, and a strong client orientation toward the multiple clients within education — to the children, to colleagues, to prospective teachers, to the community, and to the teaching profession as a whole. The most obvious observation is that all of these factors have in some way contributed to increased professionalism.

Professional development opportunities, whether formally organized as professional development or through more informal interactions, are consistently important for both school and university faculty. The largest share of these opportunities have been targeted at school-based educators to date, including professional contacts outside of the school, the individual school renewal efforts, new leadership opportunities, involvement in mentoring prospective teachers, and work with university colleagues on teacher education reforms. The power of the many learning opportunities is increased when built they reinforce one another (e.g., the articulation of teacher education with school reform) and when there are regular "conceptual inputs" (Huberman, 1995) from external contacts.

Table 4.4 summarizes both the transitory and durable changes that have been produced in more than six years of reform in West Virginia. The most rapid change and structural alignments to support those changes have occurred within individual schools. However, the durability of changes is tentative as many changes are still highly dependent on temporary external funds.

The development of this complex reform initiative just described can be understood by a closer examination of the alignment of each institution along eight critical dimensions. These factors: Vision of Learning, Leadership, Professional Development Strategy, Opportunities to Learn, Commitment to Research & Inquiry, Communications, Organizational Arrangements are summarized in Table 4.5.

Table 4.3 Contributions to Educator Professionalism in West Virginia

Dimensions of Professionalism	Teacher Education Reform Work	Professional Development Opportunities	Site-based teacher education	New Personnel	Teacher Leadership Opportunities	Building Renewal Efforts	External Contacts
Culture of Inquiry	+	+	+	?	+	+	+/-
Teacher Development	+/-	+	+	+	+	+	+
Expanding Professional Networks	+	+		?	+	+	+
Collaborative Culture	+	+	+	?	+	+	+
Client Orientation	+	+	+	+	+	+	?

KEY
+ Contributing Factor
+/- Contributing Factor in some cases/Not consistent
? Unknown

Table 4.4 West Virginia Institutionalization

	Transitory Changes		Durable Changes	
	In Individuals	In Organization	In Individuals	In Organization
Within Partnership		•Commitment to collaboration - changed org. structure •Committee to coordinate Teacher ed. Development (PRIT) - discontinued. BMPT- discontinued.		•Cross-site Steering Committee to govern PDSs.
Within Schools/ Districts		•Site-based teacher ed. Coordinator (Soft money) •Elementary Teacher Network (?) •Substantial Professional Development opportunities (?)	•Changes in instructional practices. •Stronger relationships with individual WVU faculty. •Stronger relationships within school. •Commitment to collaboration.	•New Programs, curricula development. •Block scheduling. •Shared decision-making •Availability & use of technology. •Cross-dept. Collaboration. •Cultural change.
Within Teacher Education	•Collaborative work with PDS schools.	•Site-based teacher ed. Coordinator (?) •Coordinating Council for Teacher Ed.		•Dual degree format fornew program; •Liaison role with PDS part of teaching load; •New A&S majors for teacher ed. students; •Negotiable reward structure.
Within the University			•HR&E and A&S faculty work collaboratively on curricula design. •Individual A&S faculty collaborate with schools.	

Table 4.5 West Virginia Alignment

	Partnership Organization	Within University	Preservice Program	School District	Eastdale Elementary	Morgantown High School	Alignment
Vision of Learning	T.E. more intellectually sound, establish professional development schools - strong places to learn	To improve education in all disciplines by the integration of content and pedagogy	To make teacher education more intellectually sound. Integrate theory and practice	Site-based decision making - strong leadership within a school. Collaboration is key with entire system	Motivate students to value education and become responsible decision makers and lifelong learners	A community of learners, preparing students for an ever changing world. Student success, technology, critical thinking, and professional enhancement	To improve teaching and learning outcomes is a basic tenet
Leadership	Project Directors have strong credibility in schools. Collaborative and inclusive. Transition-leadership void . school. s	Inconsistent- not visible. Complete turnover - Provost, dean, Assoc, Dean, Chair of C&I	Careful matching of students with co-ops. Good relationship with schools Strongest in TBCs	Supports Benedum, supplement budget to support P.D. Not an active participant, but interested observer	Strong, aggressive principal changed significantly from an autocrat to shared decision maker. Teachers emerging as leaders	Dispersed leadership - many teachers. Principal very supportive but not aggressive.	Inconsistent - not widespread involvement within U., teacher ed, or district (county).
Professional Development Strategy	Support site based needs via resources, contacts, money. Grant writing	Developing modules for technology training. Some discussion, but no plan, no money	TBC - longer work in schools, whole school experience Traditional T.E. Curriculum is "old"	Financial support, resources, buses, support school initiatives. Substitutes. Focuses on readiness of a school	Varied - attend conferences, curriculum development , take courses - based on school priorities	Varied - school based - inservice, curriculum development, conferences, courses	Within the schools, strong focus on site needs, no formal strategy within University
Opportunities to Learn	Numerous inservice - support teachers to develop curricula, conferences, leadership roles	Limited to individual initiative. Liaison role with partner schools planned	TBC involve site teacher in all aspects of the school, P.D. Technology in schools	Limited resources, focus on equity. More opportunities for schools furthest behind	Leadership roles in and outside of school, run science institute, numerous science & tech opportunities	Many - take course, work with colleagues in school and university, conferences, in-house sharing	Many opportunities at all levels, but inconsistent participation/investment
Research & Inquiry Base	Well-read. Share resources. Some collaborative research	Strong research base for plan - . Little self-reflection.	Limited in old program, plans to incorporate in new program	Limited	Growing - Developing pockets of specialized expertise	Strong among the committed. Hasn't penetrated the entire school culture	Growing, but inconsistent across system. Not a major cultural change. Weak link: University course work in old preservice program
Communication	Strong with PDS's. Weak within U. faculty	Weak - little understanding of direction, decision made.	In TBC's strong - regular feedback. Sparse feedback in other sites	Not connected to partnership in active way	Strong - teachers come prepared to meetings, representatives keep teams informed.	Good - everyone is aware of PDS activities.	Not consistent across system - Several weak links
Organizational Arrangements	X-site organization for shared decision making	Some changes in reward structure. New program, new structure for Teacher Ed, faculty liaison role - counts in teaching load.	1/2 time coordinator in schools. Longer time in schools New curriculum planned	Involved at the State level, but only limited with WVU	Built a Science lab and media center for language. Site-based decision-making. Grade-level pod teams	Block schedule. Teaching strategies changed to hands-on - Group activities. 1/2 time site coordinator/1/2 time tech. coordinator. Steering Committee & Faculty Senate	Evolving, University Lags. Developments planned on paper - yet to be tested

BEST COPY AVAILABLE

	Partnership Organization	Within University	Preservice Program	School District	Eastdale Elementary	Morgantown High School	Alignment
Relationships	Strong between project staff and schools. Between schools and faculty - one faculty member @ a time. Lack of trust between schools and U.	Strained	Strong in TEC where coordinators exist	Suspicious - but cooperative. Not actively involved	Strong within Pod teams. Strong within steering committee. Improving with parents	Supportive across school. Strong interaction among those actively involved. Growing interest — no active resistance.	Fair amount of balkanization within university, district Many strong individual relationships within and across organizations.

An eighth factor emerged during the course of the study and has been added to this discussion, that is the important of Personal & Professional Relationships in making partnerships work. (Note: The District has been included in this table for comparative purposes. However, the Benedum Project has tended to focus on individual schools, with less attention to district involvement. While district support has been essential, its role has not been central in this effort.)

Vision

The vision of the partnership organization is to make teacher education more intellectually sound, and to establish professional development schools that are good places for both K-12 students, preservice teachers, and inservice teachers to learn. The partnership organization has invested heavily in the ongoing learning and professional development of teachers in the PDSs. The College of HR&E's vision focuses primarily on the preservice side, through the integration of content and pedagogy, bridging the gap between theory and practice. While there has been a significant investment of time and effort from a core group of faculty who have responded to individual requests from schools, the majority of faculty tend to focus on teacher education at the university. Within the PDS schools there is a clear focus on student's motivation to learn, toward developing life long learners. The consistent thread is a focus on learning outcomes, but the emphasis differs depending on clientele.

The significant difference between the university and the schools is ownership of the vision. Within the schools there is shared ownership and commitment to their schools' vision. Within the college of HR&E a shared vision is lacking. Most faculty were unable to define a clearly articulated vision of the College or its teacher education program.

Leadership

The lack of consistent leadership has been a disruptive force within the university and the project. It has not only been a result of the individuals who held

leadership positions, but changes in the function and style of leadership that have created the disjuncture. There has been a lack of continuity in the role and philosophy of leadership in the project, as well as an inability on the part of the college and project leadership to work together effectively. The level of involvement in the reform within the university, teacher education, or the district levels has been uneven. The lack of visible participation in the PDSs on the part of the college was interpreted by school-based people as a lack of interest.

Within the PDS sites, leadership has expanded with the emergence of a number of teacher leaders. While the building administrators in each of the schools are committed to change and are actively involved, many teachers have assumed significant leadership roles within the school, in the cross-site organization, and on university committees.

The perspective of one of the A&S faculty members was that "the original Benedum team had a professional attitude. The dean was really committed, and she attended every meeting. There was also a commitment to collaboration. Now participants talk about a leadership void." The reorganization of the project currently underway has been admittedly a difficult transition, and the lack of visible leadership during this period has created a great deal of frustration and has hurt morale within the college and the PDSs.

Professional Development Strategy

The Benedum Project offered many new learning and leadership opportunities for teachers, most of it determined by the schools themselves. It also supported cross-site initiatives, such as the elementary school teachers Professional Development Network, that was completely teacher-driven, giving teachers the opportunity to discuss research, examine new practices, or bring in guest speakers. The project has also created opportunities for teachers to assume new leadership roles. Teachers serve on site steering committees, the cross-site steering committee (an organization of representatives from all of the PDSs and the university), as well as co-chairing

these committees. Teachers have been presenting their work at professional conferences, and some have become facilitators for professional development both inside and outside of their school. Teachers have also assumed critical roles as site coordinators for preservice teacher education or co-instructors for teacher education courses. In addition, the Benedum Project also facilitated collaborative work between individual teachers and university faculty to develop curriculum for new courses in astronomy, micro-scale chemistry, community-based chemistry, computer programming, and integrating English and history into a humanities course.

Attention to university faculty development has been limited. As noted in "A new Vision of Teacher Education at West Virginia University" (the "Blue Book"), "We have very few faculty members whose backgrounds fully prepare them to teach the desired content, employ the desired strategies, and incorporate new technologies" (p. 54). One of the faculty described colleagues as, "some are very up-to-date and in touch with what is happening in schools, and in some cases we have faculty who are "happy as hell" that they've learned to use the computer." There were some early efforts in the project to engage faculty across the campus in thinking about the need for content specific pedagogy. All acknowledged that the college doesn't currently have sufficient faculty with the necessary skills and competencies to implement the new teacher education program as envisioned. The recruitment of new faculty who possess the requisite knowledge and skills is one strategy the college has used to address this problem.

One faculty member felt that "the only way to produce good teaching is for good teaching to become part of the repertoire of students through a coaching process. He admitted that, "that will be a challenge to many faculty. It runs counter to all the traditions of academia — academic freedom and autonomy."

Opportunities to Learn

The Benedum Project developed a grant process to enable schools to submit

proposals to the Project to support projects within their school. A grant writing course was offered to help all of the school staffs in this internal process, as well as assist them in their efforts to apply for external grants. The grant process then became a major mechanism for supporting a range of professional development opportunities for teachers (attending conferences, providing summer support for curriculum development, visiting other schools with innovative programs, and buying release time for teachers to work together on new programs). There has been some criticism from university faculty that the process was too lenient — funding poorly conceived and poorly written proposals, rather than maintaining high standards to help build the schools' capacity to design, implement, and evaluate new initiatives. On the other hand, PDSs have complained that the process was too demanding, requiring extensive paperwork that teachers don't have time to do. The application process has been through several modifications and continues to be a learning process for public school teachers who are unfamiliar with competitive grant procedures. For the project the tension is between establishing standards to push the schools to further develop their grant writing skills, and the desire to encourage and support the schools in their development efforts.

One university faculty member felt that money had been both a blessing and a curse. He felt that the PDSs have become dependent on money, that the money has been too plentiful and easy to get. Many university faculty were suspicious of schools' motivation to become PDSs. They felt many were "just in it for the money." Yet when the issue was raised about faculty development in the college with college administrators, the reply was that they "don't have time to focus on professional development issues, and the college doesn't have money built into the grant for faculty professional development." In many ways, money created the project, and everyone has become dependent on it. Work slowed significantly on aspects of the project when grant funds were delayed or withdrawn from projects in the PDSs and in the college.

Money has been critical to the reform effort because it bought time to work on change, time that is not included in the regular jobs of educators'. The symbolic value was often more important than the material value. University and school faculty have invested much more time than they were ever compensated for, but the stipend was an acknowledgement that their work was valued. The problem is that there has been few organizational changes to institutionalize these learning opportunities.

Mentoring students teachers also provided important professional development for experienced teachers. One teacher explained that a student teacher asked her why she was teaching a topic in a particular way. The teacher said, "When I had a hard time answering her I brought it up in a department meeting. It ended up being professional development for us — it became a departmental discussion."

The development of PDSs has significantly improved the learning opportunities for student-teachers doing their field placements there. In these schools student teachers gain experience in using technology, in professional development activities and restructuring efforts, as well as learning innovative teaching practices that are not currently part of their university education. The types of learning opportunities for kids that student teachers were exposed to in these schools provided important lessons. One student teacher said he learned that not everyone learns in the same way, and that you have to try multiple methods to reach all the kids. The practical experience working with the range of student abilities gave this lesson real meaning. He also said that he had learned that kids were capable of a lot more than he had thought. He hadn't given students enough credit. He wants to be sure to give all students chances to experience success, but he does try to challenge them more than he did before. He found he could often move faster than he had planned.

Research & Inquiry Base

The process of redesigning the teacher education program was an in-depth

exploration into curriculum, pedagogy, theory, and practice, but it was described by some faculty as a fairly conservative process. One faculty member felt that, "unless professors have gone through the reconceptualizing process themselves, critically questioning their own practices, then things in schools aren't going to change." The college has not developed a culture of critical reflection that might lead to new ways of working.

In the current teacher education program the quality of university coursework is inconsistent and lacks rigor, according to students completing the program. The design of the new program incorporates a number of new areas that are not currently included in the teacher education program, (e.g., inquiry and action research, multi-culturalism, and the use of technology). Whether the new program significantly improves the learning experiences of student teachers is an open question — it has yet to implemented.

At Morgantown High School, many individuals have become involved in researching new practices, changing their own, and evaluating the effects of those changes. Among those teachers who have been active participants in PDS activities, a commitment to continuous learning is evident. These changes, however, have not made widespread cultural changes in the school. There is little discussion of curriculum or instructional strategies in most department meetings or at faculty senate. As some reforms have become school-wide efforts, gradually more faculty are getting involved, but in such a large school, changing the culture of the school takes time. It has been a significant start.

Perhaps because of the smaller size of East Dale the cultural change has reached a greater proportion of the school. There PDS involvement has changed the way teachers think about teaching. Teachers really read all the disseminated material and digest it before they come to a steering committee meeting so that they can use the time productively in the meeting. They are excited about learning new ways to provide meaningful learning opportunities for their students. Participation

in the Benedum Project is a dominant focus in the school. As one faculty member described, "the attitude is so pervasive now that if someone is not 'on board' that person will feel pretty left out, and will either join in or leave."

Within the current preservice program, student training in research and inquiry is largely absent. An emphasis on action research and reflection is incorporated into the design of the new program, but current opportunities are not utilized. Preservice students in the "old program" described much of their university coursework as "busy work" and lacking challenge. "It wasn't hands on, faculty didn't model what they were teaching (with one exception), you don't "do" things at the university, you only talk about it."

Communication

Communication is inconsistent across the organizations involved in the partnership. The strongest communication had been between the Benedum Office and PDS sites. Efforts were made to strengthen this communication by providing internet access to PDS sites. The Benedum Project provided Internet training, but it has not been widely used to date. The PDSs also connect on a monthly basis through the Cross-site Steering Committee meetings, and detailed minutes of CSSC meetings are disseminated to all organizations. In addition, a monthly newsletter is distributed to keep all organizations apprised of project developments. The project's communication on the university side has been more uneven.

The Benedum Project was founded on a commitment to collaboration. Governance structures were established with representation from all stakeholder groups, each with an equal voice in decision making. However, as project activities expanded the tasks became more dispersed with various groups working on different parts of the project. When this happened the ongoing management and planning of the project was largely handled by the project staff, with less input and understanding of the overall project trajectory among the participants. Lack of communication of long range planning resulted in frustration and dissatisfaction

with the pace of progress, particularly within HR&E.

Within the Teacher Education Centers, the communication between the school and the preservice program is very strong. Each of the schools has ownership of the program and is committed to maintaining strong coordination. In other schools where there is not a site-based coordinator communication is often lacking. The college relies to a significant extent on graduate students to do much of the supervision and evaluation in the field. The perspective of both student teachers and cooperating teachers is that those infrequent contacts, common in the "old" program have not been meaningful.

Within the college itself, communication is not strong. Those actively involved in committee work and planning are informed, but few of the others are. Faculty expressed that a sense of direction within the college was lacking, and many expressed uncertainty as to what their role would be in the new program. As in the project, a lack of communication about decisions made within college have contributed to frustrations and dissatisfaction with the administration of the reform agenda.

Organizational Arrangements

The West Virginia initiative has been broad in scope, addressing educator development throughout the career continuum. However, because of the lack of coordination between the various components of reform the changes are less systemic. The approach has been a combination of top-down and bottom-up reforms that have not always been synchronized either in time or in the specifics of initiatives. Strong efforts have been made on the part of the Benedum Project staff to work with and support individual school restructuring initiatives, which have been numerous and determined by the needs of the population at a given school. The approach through the grant requirements has been one of encouraging experimentation, followed by reflection and evaluation.

Simultaneously, extensive efforts have been invested in the redesign of

teacher education. Ad hoc committees of Education, Arts & Science, and school-based faculty worked together to redesign teacher education at WVU. This has been a three to four year process, that in many ways has been more of a traditional university approach to reform (that Whitford (1994) characterized as the "ready, ready, ready" approach). The process was inclusive with each of the ad hoc committees composed of Education, Arts & Science, and school-based faculty. Evaluations of the process indicated that participants felt that their opinions were respected and that the process was truly collaborative (Hoffman, et al, 1994). The program design has been approved by the college and the university, to be implemented in the fall of 1995. There have been a few attempts to pilot some of the ideas imbedded in the new program, but there has been relatively little experimentation or evaluation of these efforts to inform broad-based implementation.

While the alignment between the two efforts remains problematic, the college is attempting to address some major bureaucratic obstacles to redesign teacher education. The teacher education faculty is to be composed of faculty that cross department, college, and institutional boundaries. The core courses in the new program will have college-identification rather than departmental, which raises turf issues about how to assign FTE (Full Time Equivalents) credit for funding purposes within the university. Most of the Curriculum & Instruction (C&I) faculty would be teaching these courses, but C&I wouldn't get the FTE's credited to their department. These kinds of changes impact the entire university's accounting system, as well as challenging traditional faculty autonomy in determining course content. The problem is that few institutional mechanisms have been created to facilitate collaboration across departments and colleges. One faculty member noted that cross-college appointments have not been successful historically — "usually for somewhat petty reasons like issues of parking."

Only a few of the reform efforts have been built into the structure of the schools or the university. The Benedum Project has not consistently courted the State

Superintendent of Schools, or superintendents of the county system to become actively involved in the reform effort. Although one superintendent was actively involved in the planning stages, county involvement has been uneven across the history of the project. Most of the developments in the schools and university programs have been supported by soft money, and with a few exceptions these developments remain dependent on external funds. One faculty member observed that, "right now the only hard money they have is teacher education money. The college should be able to fund the site coordinator positions and still break even because of the cost saving of not having faculty do placement and supervision." Thus far, there has been no reallocation of existing resources to accomplish this. The inclusion of the PDS liaison role into faculty teaching loads is a first step in this direction. The college is continuing to apply for additional grants funds — even though they realize that soft money is labor intensive and short-lived.

Relationships

Personal and professional relationships have developed in many places, within and across organizations in this reform effort. School-based faculty have connected with individual university faculty members to learn new approaches to support developments that were occurring in the school. It is less common for university faculty to initiate contact with K-12 schools to explore new ideas, though it has happened. The Benedum Project facilitated making connections by introducing educators with common interests. These one-to-one connections have gradually been built one person at a time. One project participant described the development of these relationships:

> Two people feel passionately about the same things, they spend time in each others place, begin to understand the issues from other's perspective (....) Developing relationships across the traditional lines is dependent on the stance that one takes. For example, scheduling math courses at a time when the university faculty member can make it, rethinking ideas about research done in the schools with the agreement that it has to have mutual benefit. It is characterized by a willingness to help out where needed, constant communication, and trust that will allow connections to mushroom.

Within the university the development of collaborative work has also been on an individual basis among "kindred spirits across campus." The development of new majors for teacher education students in the various disciplines has also fostered greater cooperation across colleges and departments.

A hallmark of the Benedum Project in all of the PDSs has been the development of shared decision making, teacher empowerment, and a collaborative culture. Although these are the values that were used successfully to establish ground rules for the redesign teacher education committee work, in general, the university has lagged behind the PDS sites in developing these norms of shared decision-making and collaboration. The tradition of faculty autonomy is still the norm.

Teachers felt that the strength of the Benedum Project was the support received through professional networks, contacts, financial support, as well as the accessibility and responsiveness of the Benedum staff and some university faculty members. The commitment of the project staff to the school's development has increased teachers commitment to the Project.

The importance of these relationships is most obvious when they don't exist. During the difficult transition period, the following exchange occurred between a university administrator and a school administrator about the future direction of the project.

> "Are you going to let this fall apart because of some changes in leadership. Is that all this project is about?"

The school administrator responded,

> "That's exactly what this project is about. This program is about people, it's about caring, it's about respect, it's about love."

References

A New Vision for Teacher Education at West Virginia University. (1993). The Benedum Project, West Virginia University.

Field, T. (1992). From paper to practice: A qualitative study of organizational change in a restructuring high school. Unpublished doctoral dissertation. West Virginia University.

Fullan, M. (1991). The new meaning of educational change. New York: Teachers College Press.

Goodman, J. (1988). University culture and the problem of reforming field experiences in teacher education. Journal of Teacher Education, 39, (5), 45-53.

Huberman, M. (1995). Professional careers and professional development. In T. Guskey and M. Huberman, (Eds.) Professional development in education: New paradigms & practices. (Pp.193-224). New York: Teachers College Press.

Hoffman, N. E., Barksdale-Ladd, M. A., and Racin, M. (1994). Persistent Involvement in a Teacher Education Reform Effort. Unpublished Paper.

Partners for Progress: A collaborative project for educational improvement in West Virginia (1992). The Benedum Project, West Virginia University.

Partners for Progress: A collaborative project for educational improvement in West Virginia (1991). The Benedum Project, West Virginia University.

Phillips, P. D. & Wolfe, J. M. (1991). Toward a shared vision of educational renewal: The organization of a collaborative reform project. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Atlanta.

Whitford, B. L. (1994). Permission, persistence, and resistance: Linking high school restructuring with teacher education reform. In L. Darling-Hammond (Ed.), (pp.74-97). Professional development schools: Schools for developing a profession. New York: Teachers College Press.

Appendix IV-A

Causal Analysis

In an attempt to find an economical way of summarizing the development of this complex reform initiative just described, a "causal network" (See Figure 4-A) (Miles & Huberman, 1994) was constructed. One purpose for constructing a causal network is to raise the level of abstraction beyond specific events and individuals to an inferential level that can be used to generate more general explanations when comparing across cases. In three interconnected, yet independent streams, the causal network tries to put on one page the main factors, and the effects they have had in the West Virginia initiative. At first glance, the figure looks more like a maze of boxes and arrows, than a coherent flow chart. The accompanying explanatory text should help decipher it. Any further simplification of the figure would not do justice to the complexity of this comprehensive reform effort.

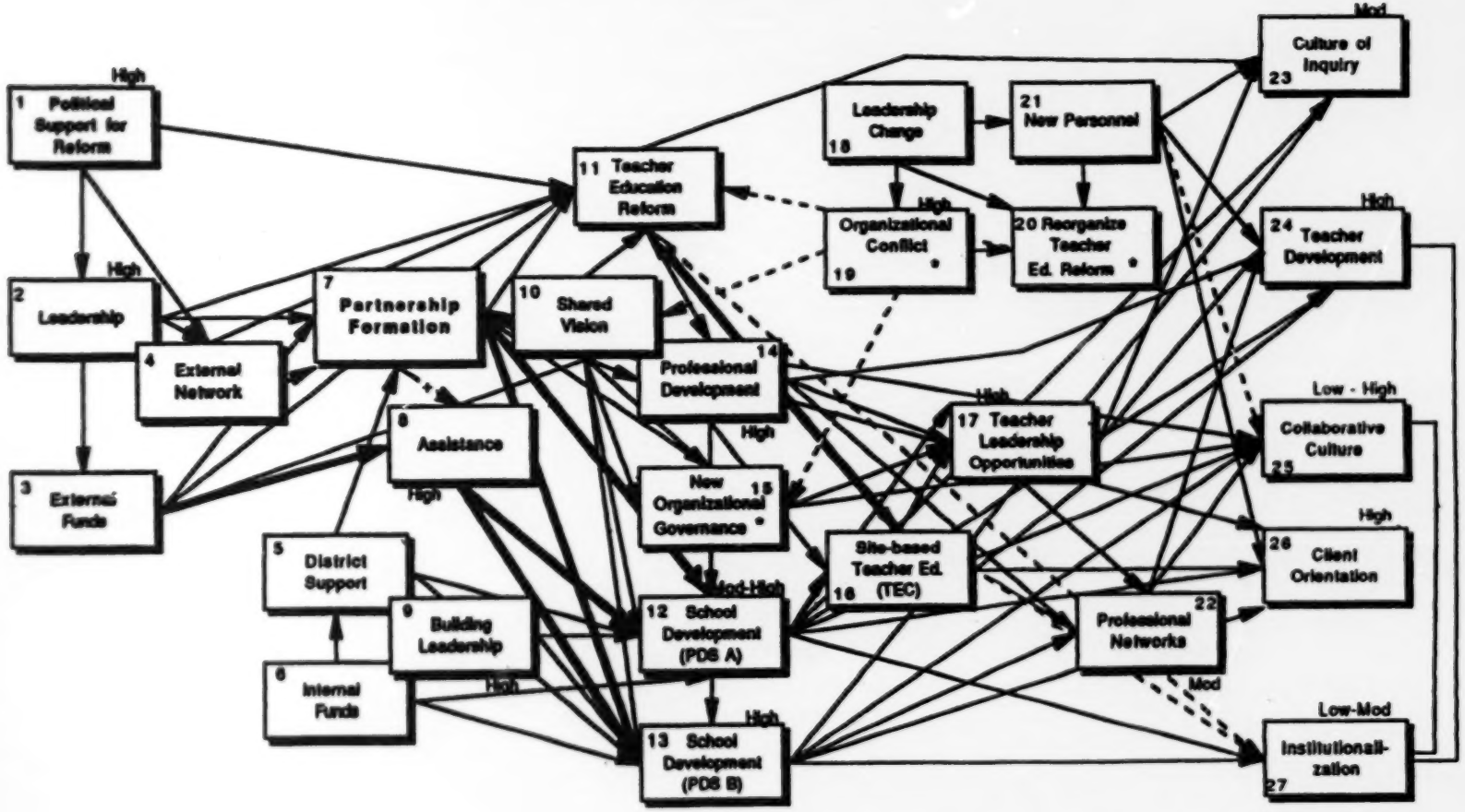
The network begins with antecedent variables on the left (variables 1-4), which led up to the formation of the Partnership. The intermediate or intervening variables describe the evolution of reform, (variables 6-21). The outcome variables are arrayed in the far right column, (variables 22-37). The outcomes of interest in this analysis were five different characteristics of educator professionalism: appreciation for research; teacher development; collaborative culture; professional networks; and client orientation. In addition there was concern for the durability or "institutionalization" of these reforms.

There are three dominant streams in the flow chart. The stream along the top of the figure has most of the college/teacher education variables. The stream along the bottom has most of the school district and individual school variables. The middle stream contains the variables that describe the Partnership.

Narrative for Causal Network: West Virginia

Four antecedent variables led to the creation of a school-university

Figure 4-A. West Virginia



BEST COPY AVAILABLE

partnership. First political support for education reform (1) from the University president motivated leadership (2) in the college of education to pursue external funding (3) and join a national network (4) committed to education renewal. Securing grant funds (3) enabled the establishment of a school-university partnership (7).

The shared vision (10) that was collaboratively developed by the partnership was endorsed by a commitment of district support (5) via the reallocation of internal funds (6) and in-kind services to support school development (12, 13). The partnership provided assistance (8) in the form of professional contacts, technical assistance, and a variety of professional development opportunities (14). The bold lines from external funds (3) through assistance (8) to each of the PDSs (12,13) because of the important role external funding has played in both school's development. A collaborative governance structure was established (15) to coordinate the partnership's development of Professional Development Schools (PDS). The shared vision (10), commitment to assistance (8), and collaboration (24) produced strong relationships between the Partnership coordinators and individual schools (bold lines). In each case, school development (12, 13) was facilitated by strong building leadership (9). The establishment of a site-based teacher education center (16) in School A (12), and the cross-site steering committee (15) provided additional teacher leadership opportunities (17) for experienced teachers by mentoring future teachers. This innovation contributed to the evolution of teacher education reform (11), and strengthened relationships between the school and the university's preservice program (bold lines). Although viewed as the prototype for the new teacher education program, the critical site coordinator role has yet to be institutionalized (27), as it is still funded with temporary external funds (3).

The relationships with the university through the partnership organization (7) and the extensive professional development opportunities (14) provided for school based educators contributed to developing an appreciation for research and

inquiry (22), substantial individual teacher development (23), and the foundation for collaborative ways of working (24) between the schools and the university, and among colleagues in their own school and with other schools (15). These experiences also facilitated the development of professional networks (25), while maintaining a strong client orientation (26). The institutionalization of these outcomes is somewhat problematic (27). While a few structural changes have been implemented, and these attributes of professionalism have significantly changed the instructional practices and professional lives (23, 24) of both Schools A abd B, these learning opportunities are still highly dependent on temporary external funds (3).

The other half of the shared vision (10), the creation of an exemplary teacher education program (9) was forged over several years of collaborative committee work. It stimulated and was stimulated by some experimental programs or courses developed in collaboration with school-based educators (16, double-headed arrow). This work produced a plan for a new teacher education program, which has been approved by the Faculty Senate giving it a level of institutional permanence (27), but it has yet to be implemented. (It will be phased in beginning Fall'95.)

Several leadership changes (18) during the course of this renewal effort initially slowed progress on the redesign work (11 dotted line) and eventually grew into significant organizational conflict (19). Changes in leadership style from the collaborative decision making norms (24) that had been established raised uncertainty of the vision (10, dotted line) of reform, and to the dissolution of the original partnership organization and the reorganization (20) of the teacher education reform efforts. New faculty (21) hires have been infused in the reorganization who bring substantial knowledge (22) and skill in working with school-based educators (23), and are beginning to rebuild some of the relationships between the university and the schools (24, dotted line). There remains, however, some significant skepticism on the part of schools.

As depicted in the chart, there has been more extensive development within

the Professional Development Schools stream (lower half of the chart), than within the university teacher education reform efforts. Most of the outcomes have been produced within the school sector. The lack of stability in the project's leadership, (not just in terms of individuals but in the function, vision, and style of leadership), has disrupted progress. Few of the developments on the university side have been implemented, and as a result their durability is unknown.